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ABSTRACT

This curriculum guide consists of nine lessons designed for eighth graders to participate in career exploration and decision-making. Lesson 1 describes the goals of the program, criteria involved in considering life opportunities, and the value of good decision making. Lesson 2 helps the student explore his/her personality, identify strengths and weaknesses, define values, and identify values held. Lesson 3 contains worksheets to assist the student in determining career interest factors and areas of skill, aptitude, and educational potential. In this lesson, the student completes a personal profile using the information gathered to date. Lesson 4 describes the stages of the decision-making process. Students practice using the process in small groups and then apply the process to a decision they are currently examining. Lesson 5 helps the student understand the concept and importance of categorizing jobs into clusters, and jobs that fit his/her interest profile. Lesson 6 allows the student to compare and contrast jobs and their occupational preparation time. The student also uses career resource materials to research occupations. Lesson 7 utilizes two career exploration software programs, CHOICES Jr., and DISCOVER for Middle and Junior High School. Lesson 8 helps the student identify important work values and lifestyle factors, and identify a traditional and non-traditional occupation to research. In Lesson 9 the student completes his/her career preparation plan and chooses the coursework necessary for post-secondary preparation. (LLL)

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PLANNING TO REALIZE EDUCATIONAL POTENTIAL

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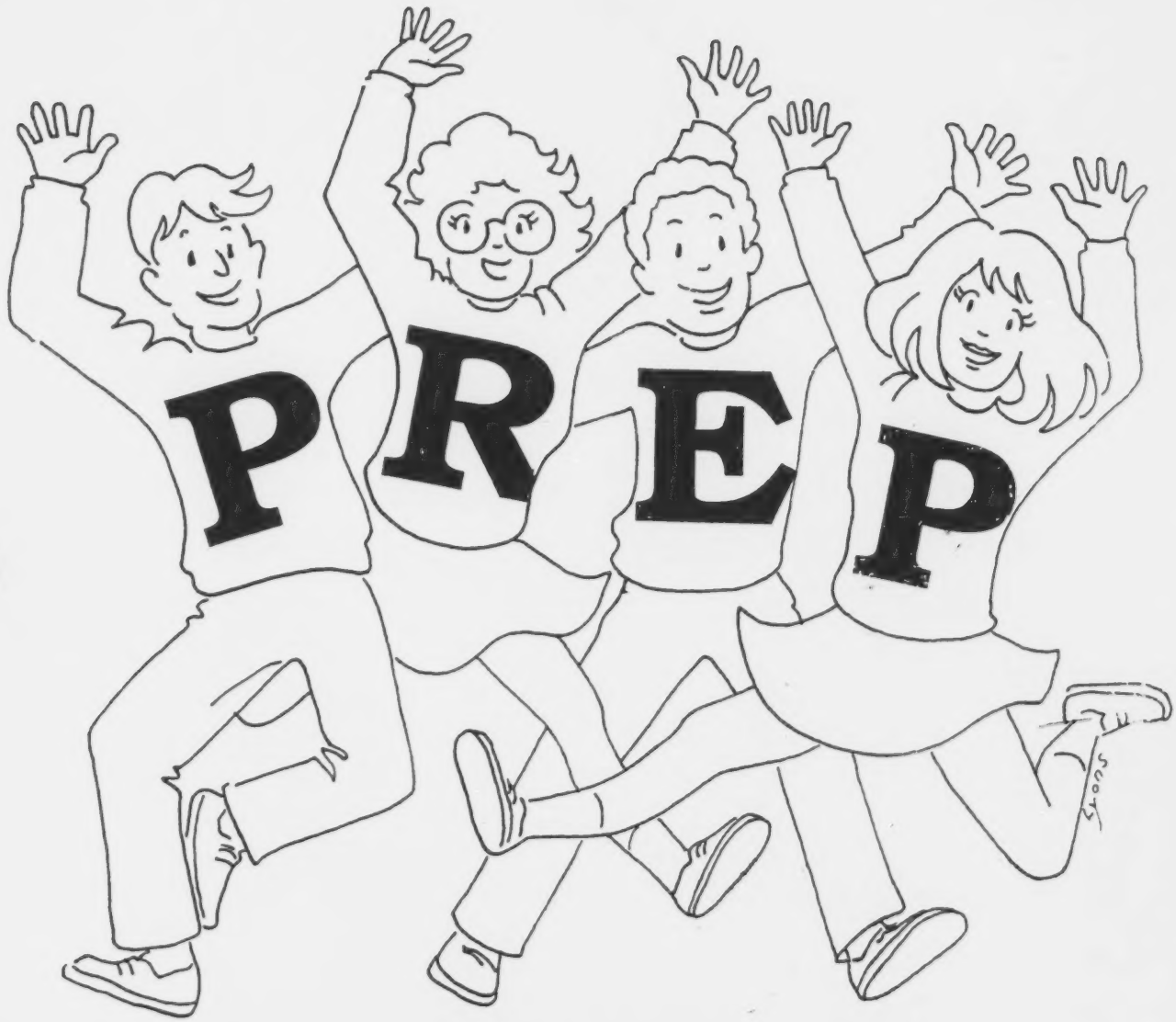

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

PREP

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PLANNING TO REALIZE EDUCATIONAL POTENTIAL

Introduction to the Curriculum

Lesson One: Orientation to the Program

Lesson Two: Self-Awareness

Lesson Three: Building a Personal Profile

Lesson Four: Decision Making .....Revised

Lesson Five: Career Awareness .....Revised

Lesson Six: Types of Education and Training Programs .....Revised

Lesson Seven: Computer Component.....Revised

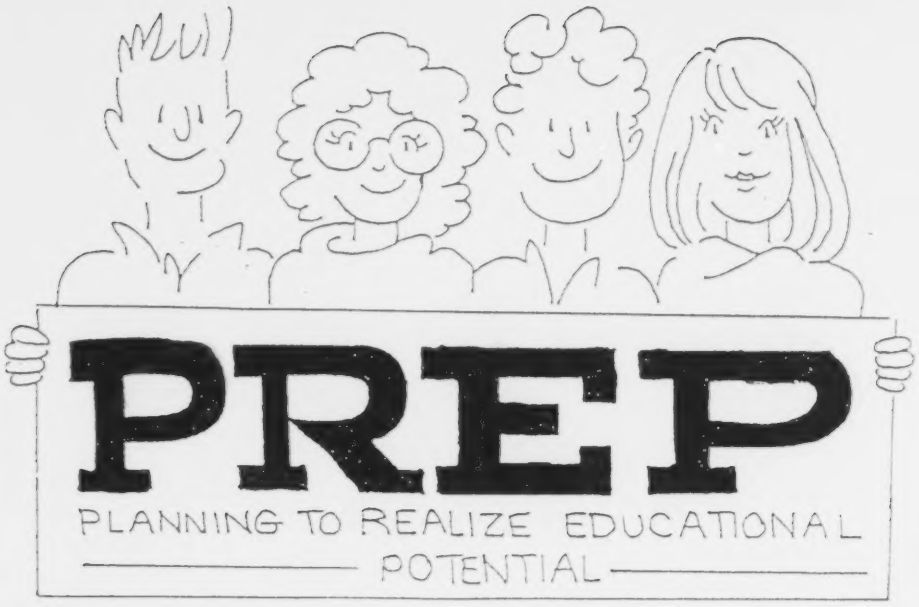
Lesson Eight: Career Exploration .....Revised

Lesson Nine: Developing an Education and Career Preparation Plan .....New

Resources: Community Involvement Projects

- Career Field Trips
- Planning a Career Day
- Job Shadowing Experience

Work/Education Resource Center
Vocational Curriculum Resource Center of Maine Resource Center



LESSON ONE

Orientation to the Curriculum

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**"FOR ALL SAD WORDS OF TONGUE OR PEN,
THE SADDEST ARE THESE: 'IT MIGHT HAVE BEEN!'"**
—John Greenleaf Whittier

I really wanted to be an archeologist.

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LESSON ONE: Orientation to P.R.E.P.

OBJECTIVES: By the conclusion of this lesson, the student will:

A. State the goals of the P.R.E.P. program.

B. State the criteria involved in considering life opportunities.

C. Discuss the value of good decision making concerning these opportunities.

D. Discuss "why" planning and preparing are important to the achievement of one's goals.

CONTENT:

1. Program overview and goals

2. Future planning

MATERIALS & SUPPLIES NEEDED:

a. Worksheet: Life Clock
b. Blackboard/chalk
c. Career slips and envelopes
d. Folders or notebooks for each student
e. True Life Chart

METHODS:

*1. Welcome students to P.R.E.P.

*2. Describe the program's content and goals. The program's goals are to assist students with their high school planning and relate their education plan to post-secondary opportunities and career options.

*3. Say: During the next nine weeks, I will be meeting with you once a week to help you consider your future opportunities. There is a belief that given enough time, a group of apes sitting at typewriters could eventually write the Declaration of Independence. Now we can assume that apes know nothing about the Declaration of Independence, but through the method of randomly hitting the keys, words might be reproduced to resemble those written in that document. This method, called trial and error, is unfortunately how many people choose to deal with their future. Eventually they, too, might end up in the right place but they would have wasted a lot of valuable time and energy in getting there. There is a book called <u>If You Don't Know Where You're Going You'll Probably End Up Somewhere Else.</u> What do you think the author meant by that title?

*4. Some discussion will probably center around setting goals and planning. To stimulate discussion, you might ask if it makes sense to start out on a trip to an unfamiliar place without a map or instructions. For concrete learners, you might even suggest a place in another state and ask how to get there. If no one knows, ask how they might find out.

*5. Conclude with: Doesn't it seem strange that we are so careful about getting directions to go somewhere and yet we leave decisions about our lives to chance and trial and error?

*6. Introduce the "Career Choice Equation"

Say:

During this course, you will be learning a lot about yourself. If you were painting a portrait of someone in this class, what information would you need? (Students should talk about the need to know about physical characteristics--shape, color, hair length, etc.) The picture you will be painting of your future career will be more difficult because you can't see what you need to know. You will be thinking about what interests you have, what you like to do or not do, what your talents and abilities are, and what your goals are. You will consider how you are like others and how you are different from others. Just like a fingerprint, the profile you draw from this information will identify <u>YOU.</u>

The decisions you make should match that profile. At the same time, you will be discovering what others with similar interests, abilities, and personalities have chosen to do with their lives. The nice thing about learning about yourself is that there are no wrong answers. After all, who is the greatest expert on the subject of you? (Students should answer "I am". You might joke about the students getting an "A" in self-knowledge.)

I want to emphasize now as I will continue to do throughout the course that I'm not asking you to choose a career in the 8th grade. In fact, if you have already chosen one, I'll ask you to put it aside for awhile so that you might consider other choices. What you will need to do now is to gather information about yourself and careers and to learn how to use that information in making good decisions about your future.

If this were math class, we might make an equation out of choosing our careers. The equation would look like this:

INTERESTS + ABILITIES + PERSONALITY = CAREER CHOICE

Let's look at the parts of the equation. What do we mean by **INTERESTS?**

(Answers might include what the students are interested in. At this age you will probably hear that boys are interested in girls and girls are interested in boys. Admit that those might be interests, but are not necessarily the kind on which one would base a career decision.)

The second part is **ABILITIES.** What does that mean?

(Emphasize that there are many types of abilities or talents. Try to get the students to think in terms of such abilities as mechanical, artistic, social, musical, and etc.)

PERSONALITY is probably the most difficult to define. What do you think it means?

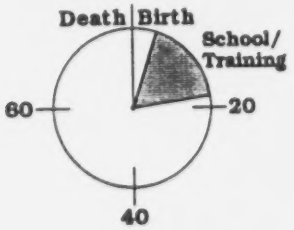
(Personality should be considered the sum of one's behavior--shy or outgoing, slow-moving or fast, preferring to be in a large group or with just a few people, preferring outdoors or indoors, etc.)

Our career choice, or what we choose to do with our lives should match those things we know about ourselves.

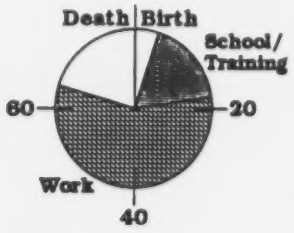
*7. Introduce the "The Life Clock" activity.

This activity will help students to get a sense of how they will be spending their lives. You can make it as simple or elaborate as you like. The basic concept of spending the majority of their lives in some kind of productive work should be apparent. Students who say that they are going to get married, stay home and raise a family should know that is a choice. However, statistically, men work an average of 40 years outside the home and women work an average of 27 years (and it is getting higher each year) outside the home. Therefore, everyone should plan for that eventuality. Give everyone a sheet with the life clock drawn on it.
Say: Assuming that you live to be 75 or older, you have thus far lived only 16% of your life. Let's look at your life clock and see how you anticipate spending your life.

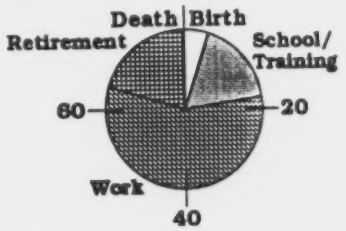
A. Ask the students to consider how much of their lives they will spend in school/ training. This will vary according to their aspirations. Whatever they now believe, they should mark on their clock.



B. Next, they should consider their work life. When will it begin? When will it end? This is a good time to talk about the differences in retirement age. For example, how old is a professional athlete when she/he retires? How old is an airplane pilot? How old is a lawyer?



C. The last section of the clock will be retirement and leisure time. Point out that no one knows now when they are going to die but that period of life after work must also be planned. The "True Life" Chart can be used during this exercise if time permits.



D. If you have time and want to have some fun, ask students to indicate at what age they see themselves getting married--if they plan to. Go on to the number of children they expect to have, how old they will be when they are through having children, and the part of their lives which will be dedicated to child-rearing?

E. When the life clocks are complete, you should point out the amount of time that they plan to spend in working and the importance that work be satisfying to them. You might ask how many people don't like coming to school each day. Then relate that going to a job they don't like--but for four times longer than they will be in school. Remind them that their future consists of choices and decisions that they will make.

*8. Prior to the first class meeting, cut the number of career slips needed for each person in the class. Put a job title on each slip and place the slips in an envelope. Try to vary titles from entry level jobs to professional level jobs.

Suggestions:
Carpenter, doctor, author, dancer, telephone operator, farmer, actor/actress, model, professional athlete, lawyer, garbage collector, musician, teacher, brain surgeon, salesperson, fast-food restaurant cook, waiter/waitress, game warden, engineer, plumber, etc.

You will probably want to collect the slips when the students are finished so tell them in advance. Each person should take a slip and read it, but not share it with anyone.

*9. Introduce the activity to the class by saying: So what would it be like if you had no choices. I am a dictator. In my country, you will do what I tell you to do--including what job you will have. You will find out what that job is by drawing a slip out of the envelope. Now I don't really care whether you like this job or not because I'm a dictator. What I want you to do is to think about having that job. Where would you be working--in the country or in the city? Would you go to work early in the morning or late at night? Would you dress up for work or wear a uniform? Would you be using your physical strength or your ideas? After you think for a minute, choose a partner and describe your job to that person. Tell about what time you would probably get up; what you would wear; how far you might have to travel; whether you would be indoors or outdoors, etc. In other words, describe what your life would be like if you had that job. Keep giving clues until your partner guesses your job. Then switch roles and have your partner describe their job and you try to guess what it is.

*10. After a few minutes, ask the students how it felt to have their assigned job? Was it one that they might like to have? Why? If they wouldn't want that job, try to get them to articulate what it was about the job that they wouldn't like.

*11. Ask: Would you like to live in a country where you didn't have a choice? Fortunately, you do have that choice; but remember, you have to make it. If time permits, you might allow a second drawing and repeat the exercise. Students of all abilities can benefit from this activity.

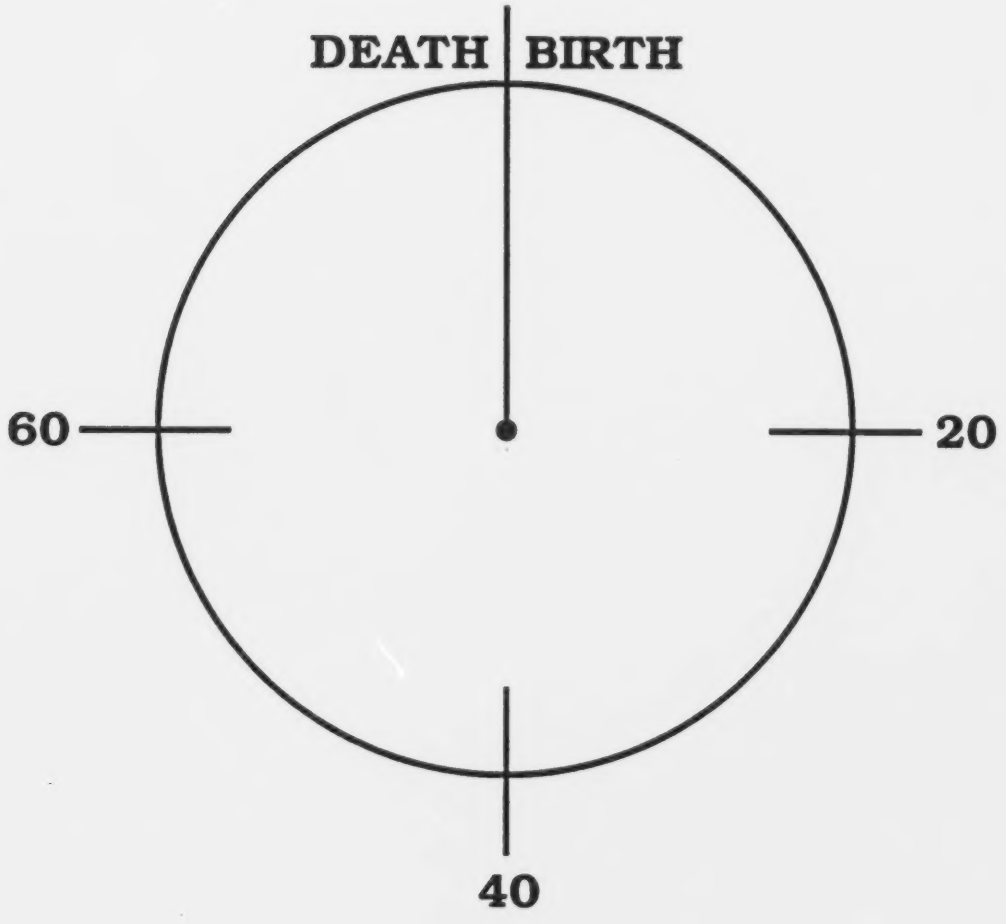
*12. Summarize the activity and wrap-up the class session by saying: I believe that most of you will now agree that you and not a dictator should make the decision about your future work. Remember, however, if you don't make that decision you'll be like the person who didn't know where she/he was going and ended up someplace else. You'll just drift, and drifters get pushed around. You're not choosing a career but you are choosing a direction to travel for the next four years. High school should prepare you for what you want to do when you get out of high school. If you are planning to go on to college, you need to successfully complete the courses that will allow you to go to the college of your choice and pursue the area of your interest. If you are planning to go to work directly after high school, you will need to obtain the training or skills that will allow you to get the job you want. If you are going into the military, you need to know in advance what choices are available and how to prepare for them. Later I will show you how the choices you make as a freshman will affect the choices you make the other three years. Your high school program is the foundation for your future. If you know anything about construction, you know that the same foundation can be used for many styles of building. (You might draw a rectangle representing a foundation and ask for ideas about the kinds of structures that could be put on it.)

However, there are limits concerning what you can put on that foundation. Therefore, NOW is the time to think about what you want the foundation to look like and what it will allow you to do. The plans for the building which you will draw from the information about yourself and exploring the world of work can, and probably will, change. Most adults change careers 5-7 times.

To be a smart planner, you need to take control. After all, it's YOUR life.

Next time we will start building that profile of you--your interests, your abilities, and your personality. Knowing yourself is the first step in making good decisions about your life.

LIFE CLOCK
WORKSHEET



PREP

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INTRODUCTION

The PREP Curriculum consists of nine lessons designed for eighth graders. Each lesson may be presented during a regularly scheduled class period and will build upon the previous lesson. The PREP curriculum may be delivered over one quarter or nine weeks with the instructor teaching a minimum of one lesson per week.

The curriculum includes the following lessons:

Orientation to the Program
Self-Awareness
Building a Personal Profile
Decision Making
Career Awareness
Types of Postsecondary Education and Training Programs
Computer Component
Career Exploration
Developing an Education and Career Preparation Plan

These lessons are simply a starting point and teachers and counselors are encouraged to expand upon them. The lessons on Self-Awareness and Career Exploration could easily be expanded into two or more lessons. The lessons may also be modified to include teacher-developed materials proven successful with eighth graders. If you do develop or modify a lesson, we would like to hear from you so that we can share your ideas with others involved with the program.

MANAGING THE CURRICULUM

The PREP curriculum is hands-on and experiential. Students will be asked to analyze themselves and their abilities, values, and interests. Students should be informed prior to completing an exercise that they may be asked to share personal information with the class. Ground rules about listening and respecting individual differences and values should also be established during the orientation session.

SOME IMPORTANT CONSIDERATIONS

Pencil and Paper

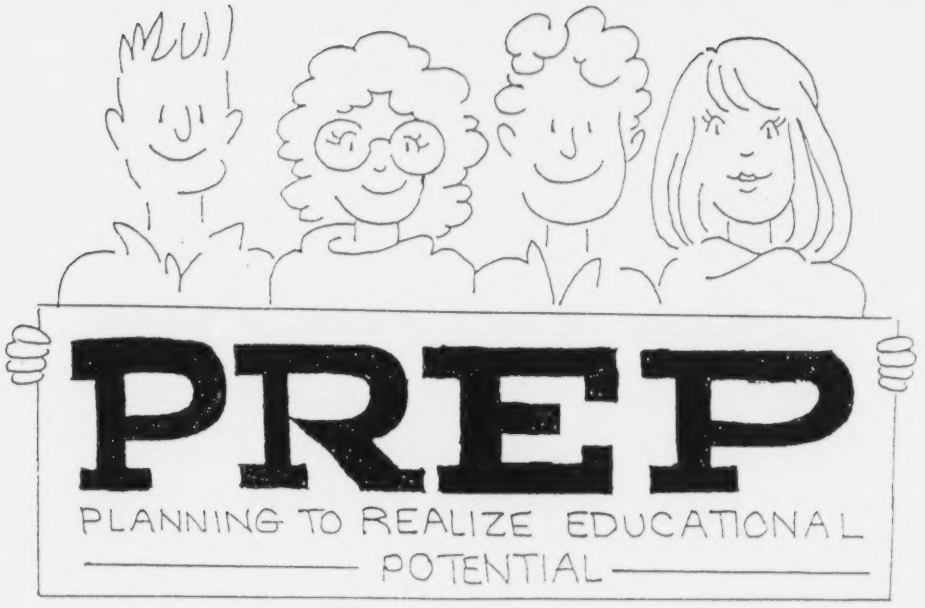
Educators presenting the program will have to develop a strategy and a schedule to accommodate various elements of the program. Much of the curriculum depends upon student worksheets. Students should be issued a folder or notebook to store their work. Instructors may also wish to maintain student folders and to file student work as completed to prevent the problem of "lost" work. Since each lesson builds upon the previous one, it is important to ensure that completed worksheets are saved. Some of the lessons in the curriculum may be too long for one class period. Therefore CORE ACTIVITIES are marked by an asterisk. To pare down a lesson, cover the CORE ACTIVITIES and assign the remainder of the lesson as homework or if possible use another period to present the remainder of the lesson. Since so much of the initial curriculum depends upon the self-awareness worksheets, teachers may wish to staple these sheets together and present them as a packet.

Video and Computer Work

"Working," a video tape and the use of the DISCOVER or CHOICES, JR. software will have to be scheduled carefully. If only one PREP lesson a week is to be presented, then there will not be enough time for computer and video activities within the forty-five minute lesson format. Orientation to these resources can occur within the time allotted for the curriculum, but use of the computer software will have to occur during other times the students have available. A careful reading of the DISCOVER or CHOICES, JR. documentation will provide some time frames and ideas for scheduling. Students may be paired for computer work, but be careful to select compatible and task-oriented pairs. Students should be required to complete all paper work that comes with the computer programs prior to sitting down at the terminal. Students should also obtain and label print-outs whenever the program allows for getting a hard copy. Finally, students should sign up for a block of computer time and not be allowed to use more than their allotted time at one sitting. If they have not completed the work they have to do, they will simply have to note where they are in the program and complete the program at another time.

"Working" is a series of interviews with people working in non-traditional jobs. Each person interviewed discusses the effects of working in such an environment. All interviews take place in the actual work setting. This video should be shown and discussed in class if at all possible.

Finally, students should be encouraged to pursue out-of-class activities such as interviewing a person who works in an occupation they are exploring and/or arranging a visit to the worksite. The expanded curriculum could include speakers from each of the career clusters coming to class and sharing details of their work. The curriculum could also include some hands-on experiences with actual job tasks related to each of the clusters as well as field trips to worksites. Field trips are a great way to introduce students to the variety and levels of jobs available under one "roof." What we want to do is to allow for each student's free and open exploration of the world of work and of his/her personal potential.



LESSON TWO

Self-Awareness

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IT MIGHT HAVE BEEN...

I'm really a people person.

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LESSON TWO: Self-Awareness: Personality and Values

OBJECTIVES: By the conclusion of this lesson, the student will:

A. Explore his/her personality.

B. Identify strengths and weaknesses.

C. Define values.

D. Identify values held.

CONTENT:

1. Self-Awareness - "Who AM I?"

2. Values Identification

MATERIAL & SUPPLIES NEEDED:

a. Chart paper and markers
b. Worksheets:
   - POJ Rating Scale
   - Oops, Your Values Are Showing II
   - How Important Is It?
   - Why I Am Liked or Disliked
   - Me Poem
   - Wear An Attitude
   - Selling Yourself
c. Lined paper

METHODS:

Say:

*1. During our first class session we talked about the importance of planning. The first step in planning for the future is to look at yourself. What makes you tick? Knowing yourself is the first step toward planning your future. Remember the career equation:

INTEREST + ABILITIES + PERSONALITY = CAREER CHOICE

How did we define personality? (Personality is the sum of your behavior.) During this session, you will examine your behavior and your values.

*2. PERSONALITY ON THE JOB GAME: This game will help students (1) identify important personal characteristics employers seek in employees and (2) generate a list of personal characteristics.

Break class into groups of not more than 4 or 5, then say: You are employers looking for employees in your new company. You don't need to identify the jobs you are hiring for, but think, in general, of the type of people you'd hire -- characteristics/traits you're looking for.

For example: Do you want people with good manners? Good grooming? Responsible? Honest? Punctual? Friendly?

In your group brainstorm the jobs you've had: babysitting, lawns, papers, at home, etc...What did you need to be successful? Record the jobs they've had and characteristics of good employees on chart paper.

After the groups have met, post lists for discussion, looking at characteristics that all groups had vs. those only one student had but others commented on.

DISCUSS: Are personal qualities more important than specific job skills? Allow for disagreement and leave open-ended for individual value judgments. Then:

*3. Do "POJ RATING SCALE" stressing that it is a self rating scale and that there are no right or wrong answers. It is just a way to look at growth or to set new goals.

*4. Say: One of the reasons people behave like they do is because of their values. Your values are important. Knowing what you value will help you make good career decisions. This next exercise will help you begin to determine some of your values.

*5. Distribute and complete "Oops--Your Values Are Showing II."

Say: I will read a sentence to you and you complete it. Write down your first response as it will be the most honest indication of your values.

*6. After allowing students to respond to the entire sheet, lead a discussion of student responses. What values do the responses reflect? For example:

#12 "I get A's in school" indicates that achievement is valued by that student. Others may value social relationships and friendships more.

*7. Ask students to write three values that they hold based upon their responses on the bottom of their paper.

*8. Distribute the "How Important Is It?" and "Why I Am Liked and Disliked" worksheets. Explain as necessary. Say: Your responses to this worksheet will be shared during Session Three. Please complete the survey as homework and bring to our next class.

*9. "ME POEM": Distribute lined paper and say: Follow my directions as best you can. If you can't think of anything to write, that's okay because you will have a chance to go back.

After reading the lines from the "ME POEM" worksheet say: You should now have the rough draft to a poem about yourself. I have given you the opening and the closing, and you can follow the pattern but don't be afraid to be different! Your poem should NOT be "just like everyone else's." Once you have an opening line, you're ready to go!

Distribute copies of "ME POEM" format for final copies and have the students fill in any blanks left during class.

10. WEAR AN ATTITUDE: Discuss: Can a person wear an attitude? How? What does it tell about you? Lead the discussion to explore the various ideas. Then assign: What does your attitude look like? Do you like how it looks on you? Is it too tight? Too loose? Does it draw people to you or push them away? Would you take it back where it came from if you could? And trade it for what? If your attitude were clothing, how would it look on you? How would you wear it?

    This assignment can be a poem, a story, a song, a collage...any format. Be creative, be you!

11. SELLING YOURSELF: Write an ad: TV, video, radio, audio cassette, newspaper or magazine layout that sells you. Think about what you think are your best personality traits or strong points that will "sell" you to others who are in the market for someone just like you.

PERSONALITY ON THE JOB

RATING SCALE

DIRECTIONS: Below are some questions to ask yourself. They need to be answered honestly so that you can evaluate what you have to offer the world of work. Rate yourself according to each question: yes or no. Then look back to see what you think are your strengths and what you think are your weaknesses.

1. Are you neat in your personal appearance and work habits?
2. Do you like to learn new things?
3. Can you apply yourself to a task without becoming bored or distracted?
4. Can you easily adapt to new or unexpected situations?
5. Can you work under pressure without becoming nervous or upset?
6. Do you like to work on your own?
7. Can you be depended upon to finish a job once you have started it?
8. Can you get along with other people and cooperate in group activities?
9. Can you follow directions without argument?
10. Can people rely on you to do what you say you are going to do?
11. Can you accept constructive criticism that will help you without feeling hurt?
12. Do you ask questions about things you don't understand?
13. Do you like people?
14. Are you a considerate person to work with?
15. Do you use your time well?

From this list, pick the 3 areas you feel are your strongest:

1.

2.

3.

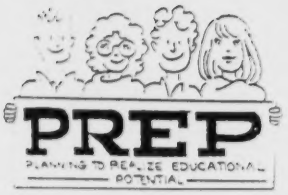
From this list, pick the 2 areas you feel are your weakest:

1.

2.

Oops..YOUR VALUES ARE SHOWING

1. My most important possession is...
2. I am most proud of my family when...
3. I am bored when...
4. Something that really bugs me is...
5. I get rewarded at home when...
6. I get punished at home when...
7. I am most lonely when...
8. I am most relaxed when...
9. I am quiet when...
10. Good things happen to me when...
11. I get really angry when...
12. I am happiest when...
13. My favorite people are those who...
14. I work best when...
15. I am unhappiest when...
16. I fail when...
17. I feel best about myself when...
18. The most difficult thing for me to do is...
19. I am most helpful when...
20. I'd like to be paid for...
21. In my free time, I like to...
22. I hope I never will...
23. I like to be alone when...
24. My friends don't know that I ...
25. If only I could...



HOW IMPORTANT IS IT ?

Rank order the following from 1 (most important to you) to 18 (least important to you).

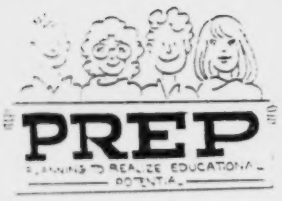
____ Pleasing parents
____ Helping others
____ Working with people I like
____ Using my hands
____ Making money
____ Education
____ Feeling independent
____ Being outdoors
____ Achieving recognition
____ Feeling important
____ Enjoyment of what I'm doing
____ Personal appearance
____ Manners
____ Being like everyone else
____ Adventure, excitement
____ Physical strength
____ Being different
____ Being responsible for decisions

Three values that are important to me are:

1.

2.

3.



WHY I AM LIKED OR DISLIKED

Place a plus (+) or minus (-) for each of the items below. The plus (+) sign stands for USUALLY and the minus (-) sign for SELDOM.

1. I carry out my promises. ____
2. I go out of my way to help others. ____
3. I refrain from exaggeration. ____
4. I avoid sarcasm. ____
5. I make an effort to be modest about my achievements. ____
6. I avoid losing my temper when people annoy me. ____
7. I avoid losing my temper when people don't listen to me. ____
8. I enjoy working with other people. ____
9. I cooperate with others in social activities. ____
10. I avoid criticizing others behind their backs. ____
11. I feel sorry about the misfortunes of others. ____
12. I give help when it is needed. ____
13. I avoid telling others what they should do. ____
14. I listen courteously to the conversation of others. ____
15. I avoid temper tantrums. ____
16. I am cheerful and happy most of the time. ____
17. I avoid arguing with others over small things. ____
18. I do not gossip about others. ____
19. I speak in a quiet voice indoors. ____

20. I have my work done on time and do not ask others to let me copy theirs. ____

21. I avoid asking for special consideration. ____

22. I am tolerant. ____

23. I avoid flattering people for personal gain. ____

24. I try to avoid embarrassing others. ____

25. I return what I have borrowed. ____

26. I try not to borrow money from others. ____

27. I am careful about my appearance. ____

28. I tell the truth. ____

29. I am loyal to my family and friends. ____

30. I respect my teachers and other adults, even if I do not always agree with them. ____

31. I obey my parents, even though I may sometimes question what they say. ____

32. I put my things away neatly. ____

33. I am on time usually. ____

34. I consider the interests of my friends when making a decision that will affect them. ____

35. I try not to show jealousy. ____

Were you honest with yourself when answering each statement? If not, go over those items again. Look over your answers. What could you do to earn more respect without compromising your own values? List three things you realize about yourself in doing this exercise.

ME POEM

Line 1: Write "Who am I?"

Line 2: Write "I am" then 3 adjectives that describe you.

Line 3: Write a sentence combining 2 things you like.

Line 4: Write down 3 things that are important to you. Then end with "are important to me."

Line 5: Think of 1 thing you respect about yourself and write it down.

Line 6: Tell 1 thing you do not like about yourself or that you do not like about others

BUT

Line 7: Finish by showing that out of bad can come good (use the word "BUT" to link the bad in Line 6 with the good in line 7.)

Line 8: Write down something you actually wonder about.

Line 9: Think of 1 thing you worry about.

Line 10: Write "I pretend"... and complete the sentence

Line 11: Write down something you really try to do, that you make an effort to accomplish.

Line 12: Tell of one hope or wish you have.

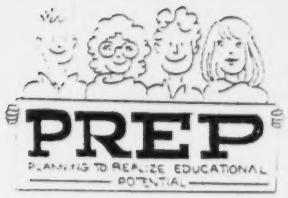
Line 13: Write "I feel"...and complete the sentence with a feeling you usually keep to yourself but won't go away or is important to you.

Line 14: Write "I say"...and complete the sentence with something you believe in.

Line 15: Write "I am me!"

WEAR AN ATTITUDE

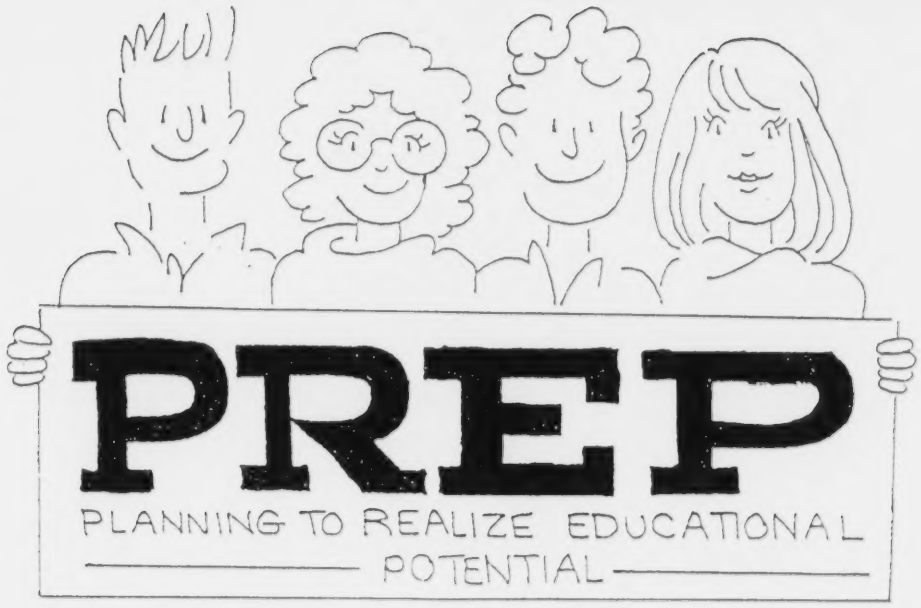
If your attitude were clothing, how would it look on you? How would you wear it? This assignment can be a poem, a story, a song, a collage... any format. Be creative, be you!



SELLING YOURSELF

Write an ad:

Think about your best personality traits, strong points that will "sell" you to others who are in the market for someone like you.



LESSON THREE

Building a Personal Profile

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IT MIGHT HAVE BEEN...

I'd love to have worked with computers.

PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

LESSON THREE: Building a Personal Profile:
Determining Interests and Abilities

OBJECTIVES: By the conclusion of this lesson, the student will:

A. List three career interest factors.

B. Determine three areas of skill, aptitude and educational potential.

C. Complete a personal profile using the information gathered to date.

CONTENT:

1. Career Interest Factors

2. Interest and Ability Identification

MATERIAL & SUPPLIES NEEDED:

Worksheets:
- Likes/Dislikes
- Perfect Day Clock
- At Home: Jobs = Skills
- Hobbies + Interests = Skills
- Chart of Interest Areas
- Family Job Tree
- Your Personal Profile
- Career Choice Traps

METHODS:

1. Review the career choice equation:

INTERESTS + ABILITIES + PERSONALITY = CAREER CHOICE

2. Discuss the homework assignment: "How Important Is It?" and "Why I Am Liked and Disliked." Ask for volunteers to discuss their findings.

*3. Say: We have spent some time examining our personalities. Today we will begin to identify our interests and abilities. Interests are preferences for certain types of activities. When we are interested in something, we want to learn more about it and we like it.

*4. Distribute the "Likes/Dislikes" worksheet and explain as necessary.

*5. After students have completed the worksheet, ask them to find a partner, share their responses, and together identify two strong interests for each person.

*6. Write students' names and interests on the board.

*7. Say: Now that we have begun to identify our likes and dislikes, we can work to identify areas of interest and potential areas of work.

NOTE: Since this lesson consists of many worksheets, teachers may wish to staple all sheets together and assign them as homework prior to the class period. This class could then be used to discuss and clarify the results of the students' self-exploration and to complete their personal profiles.

8. Ask students to complete the "Perfect Day Clock" worksheet. Read the introduction to the worksheet. When students have completed the worksheet, discuss the results.

9. Closer Look At School: Have students list the subjects they like best and least at school. After each subject have them list the why -- specifics they like or dislike about each and then discuss the following:

   How many of you have teachers under the reasons you either like or dislike a subject? -- NO NAMES PLEASE! THIS IS JUST A GENERAL QUESTION!!

This brings us back to the last lesson about personalities. What characteristics do these teachers have that help you to enjoy their subject area? What makes you dislike the subject area?

Discuss personality vs. interest in the subject matter itself. Discuss if grades have anything to do with liking or disliking a subject and then, finally, the skills that are being learned.

The purpose is to look at interests and how personalities sometimes influence our interests.

10. Distribute and complete "At Home: Jobs = Skills" and have the group generate a list and then discuss the skills needed to do each of the jobs. Do these skills carry over into other work areas? Can they be used outside the home?

11. Distribute and complete "Hobbies & Interests = Skills" using "Chart of Interest Areas."

12. Distribute and complete "Family Job Tree." Have students research their family's career choices--both male and female--and then design their own job tree based on the example attached. The job tree should be unique to each family! Remember grandparents, aunts, uncles, etc. on both sides of the family if possible.

    When the tree has been completed look at changes in jobs and skills. Discuss. Also ask: In what ways do you think your family job history will affect your career choice?

    NOTE: Be aware that many children do not have traditional families.

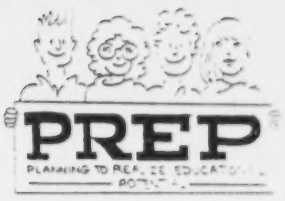
13. Distribute "Your Personal Profile" worksheets.
    Say: This profile will summarize all that you have discovered about yourself over the last few weeks. It is a good beginning to understanding yourself and your educational

and career potential. To determine your interests refer to worksheet - "Likes and Dislikes." To determine your abilities refer to worksheets - "At Home: Jobs=Skills" and "Hobbies & Interests=Skills."

14. This profile represents a snapshot of you right now. It will probably change as you grow older. You will gain more experience and self-knowledge.

15. To choose an area of work right for you you need to select work that matches your personality and your strengths. In the next lesson we will be looking at the world of work and how you can begin to match your self-knowledge with occupations.

16. Distribute "Career Choice Traps" as homework and ask students to read it and discuss it with their parents prior to the next class.



LIKES - DISLIKES

Complete the sheet with your interests in mind.

1. What do you like doing?

2. What do you dislike doing?

3. What would you like to try doing?

Try to answer these questions for the different parts of your life.

I LIKE	I DISLIKE	I'D LIKE TO TRY
HOME:		
1.	1.	1.
2.	2.	2.
3.	3.	3.
SCHOOL:		
1.	1.	1.
2.	2.	2.
3.	3.	3.
SUBJECTS:		
1.	1.	1.
2.	2.	2.
3.	3.	3.
WEEKENDS:		
1.	1.	1.
2.	2.	2.
3.	3.	3.
AFTER SCHOOL:		
1.	1.	1.
2.	2.	2.
3.	3.	3.
ON THE JOB:		
1.	1.	1.
2.	2.	2.
3.	3.	3.

From above, choose the 3 things you like most, least, and would like to try.

LIKE MOST	LIKE LEAST	LIKE TO TRY
1.	1.	1.
2.	2.	2.
3.	3.	3.

THE PERFECT DAY CLOCK

In Lesson 1, you completed a Life Clock that looked at your life according to the time spent in school, work, and in retirement. Today, we're going to revamp that clock to one day as you now spend it--fitting in sleep, school, social activities, chores, and other necessities of your typical day.

Now that the clock is drawn, make another and design the "perfect" day that doesn't give up the necessities but that puts them in a time frame you'd like.

What activities do you end up spending the most time doing? The least time doing? What does this show about your interests? Do you know of any jobs that center around your "perfect" day?

AT HOME: JOBS = SKILLS

Do you know the work tasks of everyone in your family? List the names of everyone at home and their different job responsibilities at home. School is a job because it requires effort and responsibility but it is your "outside job" so it doesn't count here. You don't list your parents' outside jobs either.

Write out your skills below:

HOBBIES & INTERESTS = SKILLS

List your top 3 interests. Then: Have your parents list what they think are your top 3 interests. NO Discussing!
Then: Have 1 or 2 of your friends do the same for you. Again, NO Discussing!!

Do the same for your top 3 qualities.

Your top interests:	Your top qualities
1.	1.
2.	2.
3.	3.
Your parents list:	
1.	1.
2.	2.
3.	3.
Your friends list:	
1.	1.
2.	2.
3.	3.

Discuss the lists. Were they the same or different? Do your parents know your interests? Do your friends? Do you agree on your top qualities?

Hobbies, interests, and special talents can lead to careers. What skills do you need to do your hobby? Can these skills help on a job?

Why would a job application have a space to list hobbies and outside interests? For instance, you play basketball. What does this tell an employer about you that may be helpful to his/her business? That you're a team player? What other skills are needed to play? If your interest is photography, what might that say about you? What skills or personality traits do you have that might benefit a future employer?

The "Chart of Interest Areas" may help you identify jobs related to your interests.

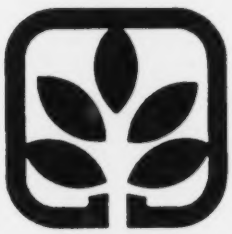
Guide for Occupational Exploration Interest Areas

01 Artistic

An interest in creative expression of feelings or ideas.

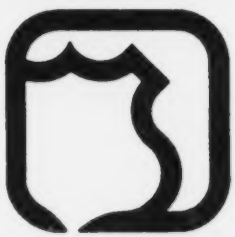
02 Scientific

An interest in discovering, collecting, and analyzing information about the natural world.



03 Plants and Animals

An interest in working with plants and animals, usually outdoors.



04 Protective

An interest in using authority to protect people and property.

05 Mechanical

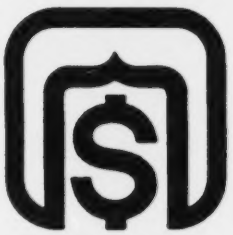
An interest in applying mechanical principles to practical situations by use of machines or tools.

06 Industrial

An interest in repetitive, concrete, organized activities done in a factory setting.

07 Business Detail

An interest in organized, clearly defined activities requiring accuracy and attention to detail.



08 Selling

An interest in bringing others to a particular point of view by personal persuasion.

09 Accommodating

An interest in catering to the wishes and needs of others, usually on a one-to-one basis.

10 Humanitarian

An interest in helping others with their mental, spiritual, social, physical, or vocational needs.

11 Leading-Influencing

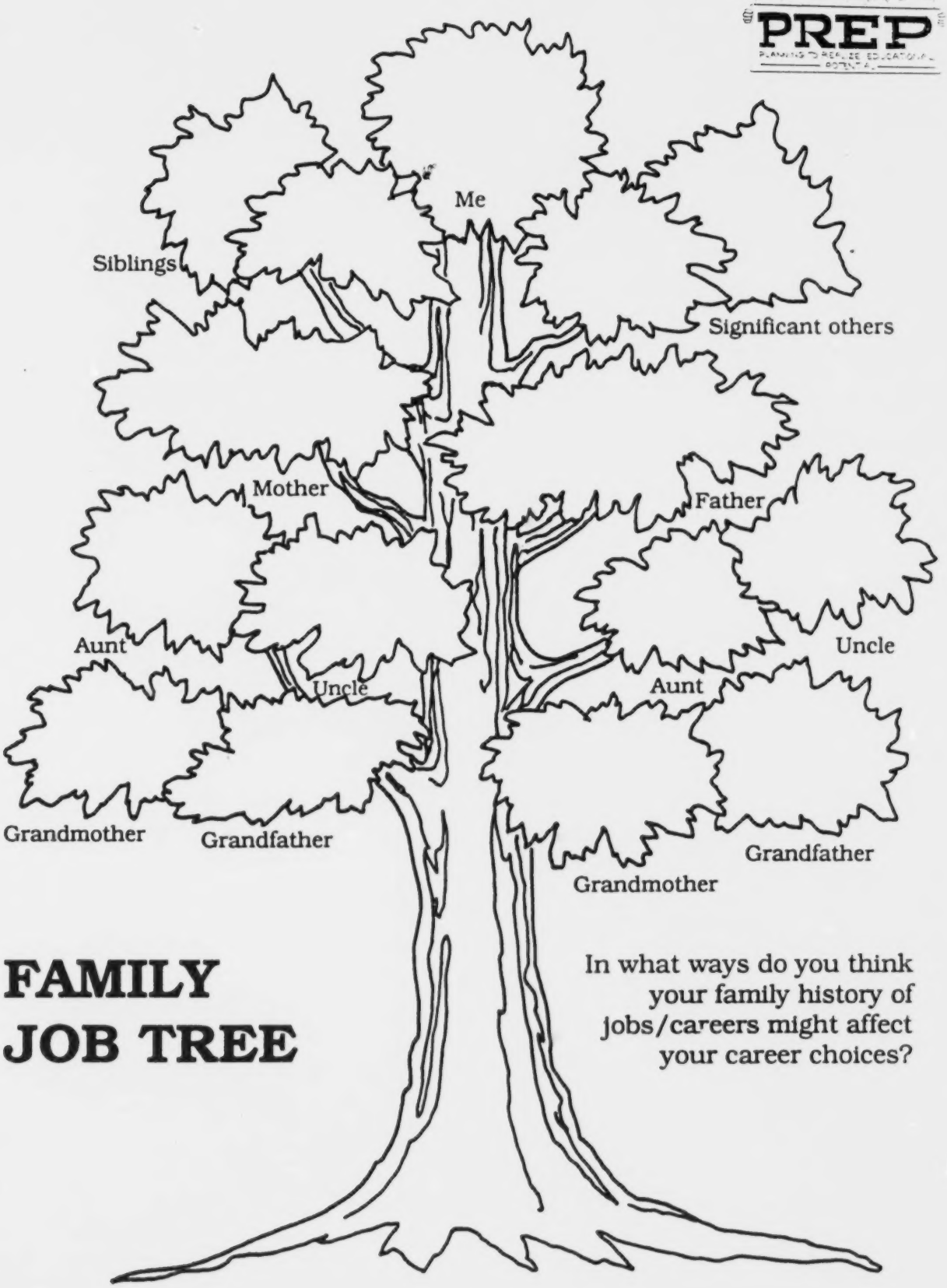
An interest in leading and influencing others by using high-level verbal or numerical abilities.

12 Physical Performing

An interest in physical activities performed before an audience.

PREP

FAMILY JOB TREE



In what ways do you think your family history of jobs/careers might affect your career choices?

YOUR PERSONAL PROFILE

NAME _____ AGE_____

SCHOOL _____

TEACHER _____

MY PERSONALITY

My three greatest strengths are:

_____

_____

_____

Two areas that need improvement are:

_____

_____

Three values that are important to me are:

_____

_____

_____

MY INTERESTS

List three of your strongest interests:
(most important first)

_____

_____

_____

MY ABILITIES

List the three work-related activities that you have performed most often:

_____

_____

_____

List your three highest aptitudes:
(strongest first)

_____

_____

_____

List three areas of knowledge and skills that you feel you have potential to develop:
(strongest first)

_____

_____

_____

CAREER CHOICE TRAPS

1. The "They-Told-Me-To" Trap: I have a relative who says that I would do well in business so I am going to go to a business school.

2. The "Don't-Be-Different" Trap: I'm a girl and I want to become an auto mechanic. That's a job for men, so I'm going to become a waitress.

3. The "Be-Friendly" Trap: My friend is going to take biology next year, so I'm going to take the same thing because I want to be with my friend.

4. The "Glamour" Trap: I've decided to become a fashion model because they wear a lot of beautiful and expensive clothes.

5. The "Fast-Road" Trap: I've decided to take a course in general basket weaving because the teacher is easy and it's a snap course.

6. The "Behind-the-Curtain" Trap: I've decided to become an architect. I don't know much about it, but it sounds good.

7. The "I-Want-to-Look-Good" Trap: I've decided to go to college. When I tell people that, they're impressed.

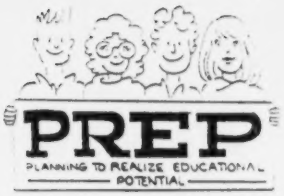
8. The "I'll-Meet-Your-Needs" Trap: I have a close relative who would be very proud of me if I became a teacher. I don't want to hurt my relative's feelings so that is what I will become.

9. The "Running-Away" Trap: I can't stand being at home. I'm going to get married the first chance I have.

10. The "Head-in-the-Sand" Trap: I don't do well in my math and science courses. I've decided to become an engineer because they make good money.

11. The "What's-Good-for-You-Is-Good-for-Me" Trap: I know someone who likes being a salesperson. So, I've decided to do the same.

12. The "There's-No-Tomorrow" Trap: I want a car and some spending money. If I can get any full-time job, I'm quitting school.



13. The "All-or-Nothing-at-All" Trap: I've decided to be a medical doctor and nothing else will do.

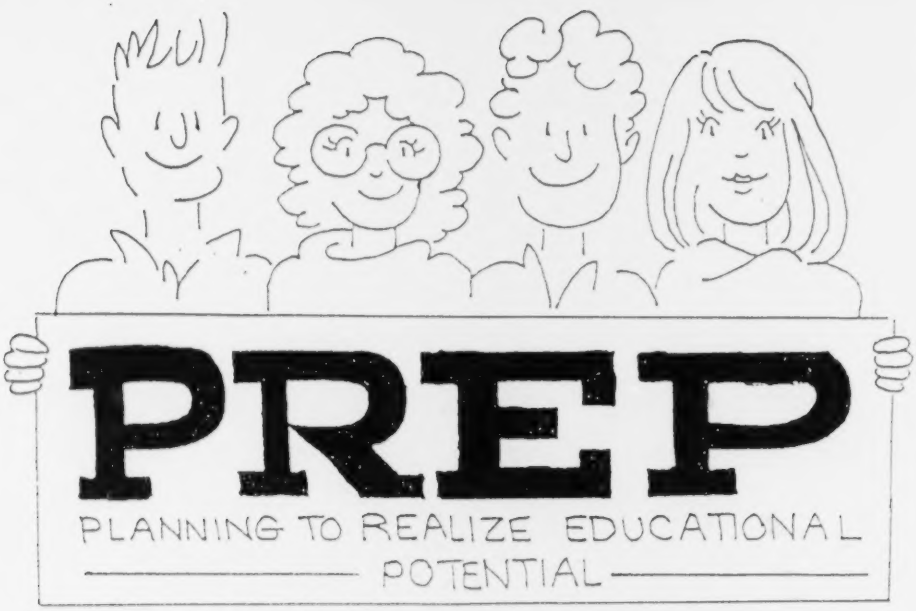
14. The "Something-Will-Come-Along" Trap: I don't need to do any thinking about a career now. I'll have plenty of time later.

15. The "One-True-Love" Trap: I know that there is one perfect occupation that is just made for me. I wish I could find it and live happily ever after.

16. The "Start-at-the-Top" Trap: I want to be my own boss and have my own business. When I graduate from school, I'm going to borrow some money and start my own whirl-li-gig factory.

17. The "You-Know-What's-Right-for-Me" Trap: I know very little, and you are so much wiser that I am. Tell me what to do with my life.

18. The "Grass-Is-Greener-on-the-Other-Side" Trap: I don't like this school so I've decided to enter a program in another school.



LESSON FOUR

Decision Making

BEST COPY AVAILABLE

IT MIGHT HAVE BEEN...

I know I could have made it as an actor.

PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

LESSON FOUR: Decision Making

OBJECTIVES: By the conclusion of this lesson, the student will:

A. Identify the stages of the decision-making process.

B. Practice using the process in small groups.

C. Apply the process to a decision the student is currently examining.

CONTENT: The Decision-Making Process

MATERIALS & SUPPLIES NEEDED:

a. The Decision Making Process
b. Worksheets: Last Decision on Earth
Whom Would You Hire?
Decision Analysis Form
Decision Making Situations
Role Playing
What Information Am I Using To Make My Career Decision?

METHODS:

*1. Say: So far we have looked at our personality, interests, abilities, and values. Now what we need is a process for looking at the information gathered so that we can begin to identify some occupations of interest. Once you have identified occupations of interest, you can begin to plan your high school education and look at training beyond high school.

*2. Everyone makes decisions daily. Some are more important than others. Some are so important that they require thought, study, and investigation before the decision is made, while others are "automatic."

Decision-making takes place when a person has to select from two or more possible choices. A decision can't be made unless there is more than one course of action, alternative, or possibility to consider. If alternatives exist, the decision-making process may be used.

The major elements of decision-making are:

1. Your values
2. Adequate information
3. An effective way to convert the information into action

*3. Open a discussion on how people usually make decisions.

List options on the board and discuss the merit of each:

* Act without thinking
* Go with the flow: whatever happens, happens
* Think things through: weigh the options
* Ask a friend
* Ask parents
* Do what everyone else does
* Other?

Do your decisions usually work out the way you want or expect? Why or why not?

*4. The decision-making process has 6 steps:

1. Identify the decision to be made.
2. Gather information and examine your motives, values, and feelings.
3. List all alternatives. (What actions can you take and what are the consequences of each of those actions?)
4. Select the best alternative.
5. Make your decision.
6. Evaluate.

*5. Distribute the "Decision-Making Process" handout.

*6. "LAST DECISION ON EARTH:" Break class into groups. Inform them that they are going to be members of a committee. As members they will select the 6 people who will leave earth to begin life on another planet. The selection MUST be unanimous and as a member of the committee you cannot go yourself.

Scientists have revealed that pollution is such a critical problem that life will not be able to exist for more than another month on Earth. A special space capsule has been designed to take only 6 people from the Earth.

Distribute the worksheet and let each group decide the pros and cons of each choice. Bring the groups back to compare and contrast who they sent and why.

Discuss any group pressures put upon individuals:

How did it feel when everyone wanted someone that you didn't?
Were you easily swayed?
Did you try to convince others?
When all groups came back with their choices, did they sway your group or cause you to look again?

7. Distribute and complete "Whom Would You Hire."

*8. Distribute and complete "Decision Analysis."

*9. After ten minutes, lead a discussion about typical decision-making styles and the factors that may lead to making a poor decision such as only listening to peers, making a decision based upon very little or inaccurate information or failing to analyze the consequences of the decision.

*10. Distribute the "Decision-Making Situations" worksheet. Break the class into small groups and ask them to select a decision-making situation to work on using the decision-making process. Groups should consider each step in the process and identify potential sources of information or help.

*11. Allow 10 minutes for the activity. Ask each group to report and comment as necessary on the quality of the decisions made as well as the process.

12. Do the "Role Playing" worksheet

*13. Distribute the homework assignment: "What Information Am I Using to Make My Career Decision?" worksheet.

*14. Explain that many times people make poor decisions because they do not carefully examine the information they have. Information may be biased or inaccurate. This exercise will allow the student to define sources of information and to evaluate their quality.

THE DECISION-MAKING PROCESS

DEFINE THE DECISION

GATHER INFORMATION

LIST ALTERNATIVES AND CONSEQUENCES

SELECT THE BEST ALTERNATIVE

MAKE YOUR DECISION

EVALUATE THE RESULTS

LAST DECISION ON EARTH

DIRECTIONS: You are members of a committee who must select 6 people who will leave earth and travel to another planet to continue life. Due to massive pollution, the resources on earth have been depleted.

You CAN NOT go and the selections MUST be unanimous. Please give careful thought to your selections. As the earth depends on you, you will be asked to justify your decisions.

1. A boy who never finished high school but works as a carpenter.
2. The boy's girlfriend.
3. A 57-year old mayor who, when younger, was a lawyer.
4. A 34-year old female doctor.
5. A priest.
6. A 43-year old black male who is a sergeant of the police force.
7. A young scientist who has already invented many terrific things.
8. The scientist's wife who is pregnant but is not expected to live after the baby is born.
9. A 68-year old female teacher who has been around the world and is a great art lover.
10. An ex-con who was in prison for murder. Since he has been out he has been writing songs that are becoming popular. He wants to be forgiven and start a new life.

WHOM WOULD YOU HIRE?

DIRECTIONS:

You are members of a committee who must unanimously agree on hiring 3 out of the following 8 teacher candidates to teach in your district. Please give careful thought to your selections as these people will be in the classroom with your children. You will be asked to justify your decisions.

1. 40-year old female, single, lives alone. 18 years of outstanding experience. Highly successful with usually unsuccessful students.

2. 24-year old male, single. 2 years experience in a ghetto school. Near genius, outstanding recommendations. Leader of local black group. His students use African names and openly reject "slave" names.

3. 35-year old male, married, father of 6. Community minded, interested in school and community sports. Known for being well-organized in planning lessons and class. 10 years of experience.

4. 40-year old male, single, living with parents. Extensive experience as a local businessman before returning to college to get teaching credentials. He has just completed school and received a $5,000 grant to work with junior high students in setting up an alternative program.

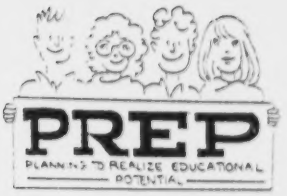
5. 26-year old female, divorced, supporting self and 3 small children alone. Highly creative. 3 years teaching experience. Outstanding recommendations on professional capability.

6. 48-year old male, highly respected, ex-minister who left the pulpit to spend full time with children. Just completed teaching credentials.

7. 58-year old female, widowed. 25 years of experience, including the Infant Schools of England. She wants to incorporate Infant School concepts here.

8. 22-year old female, single, one year of experience, excellent recommendations. Volunteered tutoring all 4 years of college, including full time in the summers. Living with a man of another race in the community.

Discuss: Reasons for hiring those three - be prepared to defend your choices. Discuss how your values influenced the choices.



DECISION ANALYSIS FORM

1. Describe a recent decision you had to make:

_____

_____

_____

2. How would you further define the decision-making situation you described above? Check any of the following that you think would apply.

____was related to a short-term situation.

____was related to long-term goals.

____was an easy decision to make and did not require a great deal of time, energy, and thought.

____will affect other decisions I have to make.

____was the type of day-to-day decision with which I am constantly confronted.

____was a major decision that comes along only once or twice a year.

____was a decision that would basically affect only me.

____was a decision that would definitely affect others.

3. List other pertinent data that you needed before you could begin to look at possible alternatives.

_____

_____

_____

4. List alternatives that you considered.

_____

_____

_____

5. How did your values, interests, and needs affect the decision?

My values which influenced the decision....

_____

_____

_____

My interests which influenced the decision...

_____

_____

_____

My needs which influenced the decision...

_____

_____

_____

6. Describe other factors which influenced your decision. Personal tastes? Opinions of others? Had a "sixth" sense this was good for me, etc.

_____

_____

_____

7. Rank order the alternatives you considered.

_____

_____

_____

8. Describe how you followed through or did not follow through on the decision.

_____

_____

_____

DECISION MAKING SITUATIONS

A. Your best friend borrows your English homework. When the teacher grades the assignment, she finds that your paper and your friend's paper contain identical paragraphs. She gives both papers a zero, which lowers your 9 week grade from an A to B.

How do you feel about the teacher's actions?
Your friend? What are your options?
Would you go to the teacher and try to explain?
(What values/beliefs do your actions suggest that you hold?)

B. Your mother instructs you to stay away from Mike because he is rumored to be selling drugs and she is afraid you will be influenced by him. You have been very close to Mike for several years and see him as a good friend.

What would be your response?
Your attitude to her ultimatum?
(What values do your comments and decisions reflect?)

C. You have been offered a scholarship to a computer camp at the state university for the summer. You want to go, but you also want to play ball on your league team, and your boyfriend/girlfriend doesn't want you to accept the scholarship.

What will you do? Why?
What are your choices?
(What values are illustrated through your choice?)

D. You and your friend Mary have been sent to the store to purchase supplies for the school play. While the salesclerk isn't looking, you see Mary steal 3 tapes and hide them in a bag she's carrying.

What do you say or do? Why?
What are your options as you see them?
(What values does your decision reflect?)

E. You are the 5th player on your basketball team when a new student transfers to your school. She/he was an all-state player at her/his last school and would increase the chances of your school playing in the state tournament.

How will you act toward the new student?
How do you feel about her/him?
What are your options?
(What do these options say about your attitudes and values?)

ROLE PLAYING

DIRECTIONS: Choose one person to play each of the following parts. They will make up their own play as they go along.

NEW CLERK: You started work yesterday. It took you four months to find a job. You just bought a used car and the payments are high. You MUST keep this job. Your manager has told you to satisfy every customer. If any customer goes away angry, you will probably be fired.

MANAGER: You are watching the new clerk to see how she/he handles customers. The OWNER of the store (your boss) takes pride in good service. You could be fired if the customers aren't happy. So, you want to be sure that the clerks in your department are helpful and pleasant--no matter how unreasonable a customer might be. If this new clerk doesn't seem to be working out, you will probably fire him/her. After all, 25 people applied for the job.

FIRST CUSTOMER: You can't make up your mind. But why should you hurry? You want to know a lot about each item before you buy anything. Don't let the sales clerk leave you for a minute. You are a paying customer and you deserve service. So don't be afraid to demand it. If the clerk doesn't help you enough, you will go to another store.

SECOND CUSTOMER: You work as a receptionist in a fancy office. You're on your lunch hour, but you have only 10 minutes left. There's a large run in your nylons. You can't sit out front at work with a run, but you can't be late from lunch either. You have to buy some nylons and get back to the office right away. There's only one clerk at the counter. You'll have to break in while the clerk is waiting on that other customer.

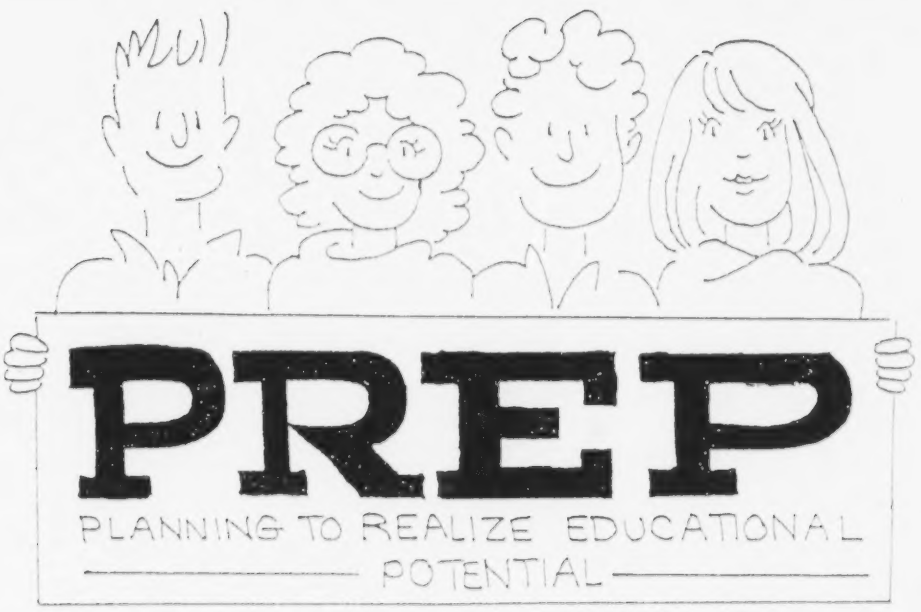
As the play begins, the NEW CLERK is standing behind the counter. THE MANAGER is standing nearby, watching the new clerk. The FIRST CUSTOMER comes in. The SECOND CUSTOMER comes in a few minutes later.

When the customers leave, the MANAGER will praise, lecture, or fire the NEW CLERK. The MANAGER may even break in while the customers are still there. The NEW CLERK begins by asking the FIRST CUSTOMER, "May I help you?" The rest is up to you!!

WHAT INFORMATION AM I USING TO MAKE MY CAREER DECISION?

	Circle Most Appropriate				
	Not Useful		Useful		Very Useful
1. Myself Comment:	1	2	3	4	5
2. Friends Comment:	1	2	3	4	5
3. My Parents Comment:	1	2	3	4	5
4. Teachers/Counselors Comment:	1	2	3	4	5
5. Relatives Comment:	1	2	3	4	5
6. Other Adults Comment:	1	2	3	4	5
7. Career Information Comment:	1	2	3	4	5

8. The Media Comment:	1	2	3	4	5
9. Post-Secondary Training & Educational Information Comment:	1	2	3	4	5
10. Financial Aid Availability Comment:	1	2	3	4	5



LESSON FIVE

Career Awareness

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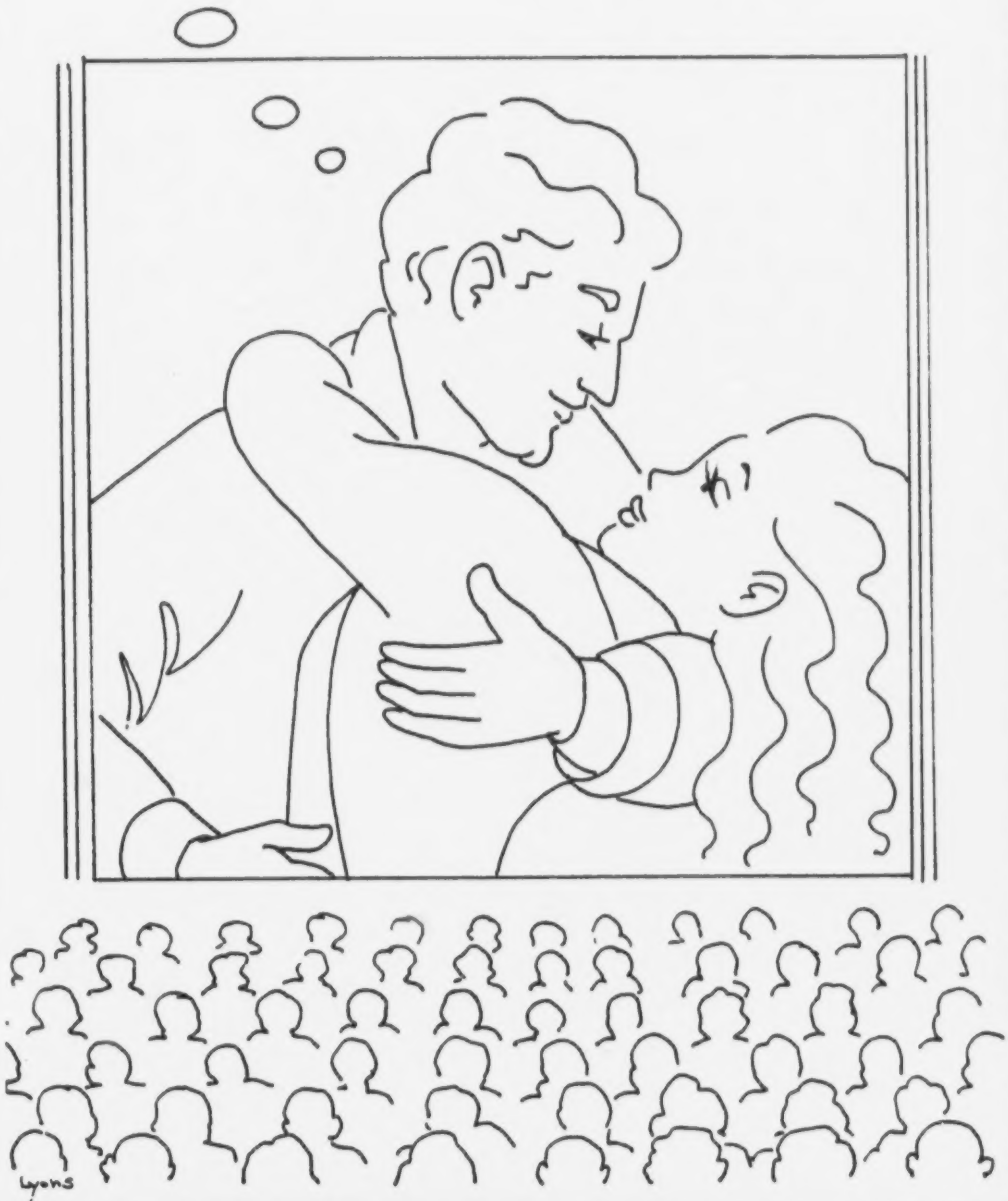
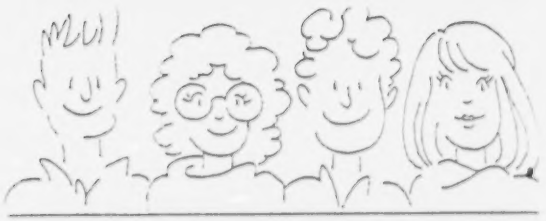
IT MIGHT HAVE BEEN...

I always wanted to work on cars.





PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

LESSON FIVE: Career Awareness: Organizing Job Information

OBJECTIVES: By the conclusion of this lesson, the student will:

A. Understand the concept and importance of categorizing jobs into clusters and interest areas.

B. Identify clusters and jobs that fit their interest profile.

CONTENT:

1. Categorizing Jobs
2. Occupational Interest Areas
3. Guide For Occupational Exploration
4. Worker Trait Group Guide
5. Categorizing Jobs by School Subjects
6. Occupational Outlook Handbook/Standard Occupational Classification Groups

MATERIALS & SUPPLIES:

a. Paper
b. Construction paper with a cluster title written on each sheet
c. Guide For Occupational Exploration Interest Areas Sheet
d. Worker Trait Group Guide
e. Interest Area worksheet from Lesson Three
f. Occupational Outlook Handbook/ Standard Occupational Classification Group
g. Worksheets on school subjects and jobs

METHODS:

*1. Say: You have now had an opportunity to look at your interests, strengths, and values. But there is one piece missing. Can anyone tell me what type of information we need in order to continue with our career exploration program? (Accept answers like: "What work is like?", "Job information" etc.)

*2. Today we are going to learn how information about jobs can be organized. Give everyone a piece of paper. Ask the students to write down as many jobs as they can. Give the class about 5 minutes. (If you want, you may give a prize to the student with the most jobs listed.)

Break the class into groups of 4 to 5 students. Ask them to think of ways to categorize the jobs on all their lists. Have each group report out their ideas.

OR: After students have done their individual lists, break the class into groups. Have career groupings or interest areas written individually on pieces of construction paper. Give each group one sheet and ask them to list (on a separate sheet of paper) as many jobs as they can for each grouping or interest area. Every few minutes hand each group another title until all the sheets are used. Tape each sheet on the board and have a representative from each group write the jobs they came up with for each grouping or area. When they're all completed, go over orally with class to check accuracy and understanding.

*3. Discuss why the idea of categorizing or grouping jobs together is important:

a. There are so many jobs in the world that no one could know about them all, but putting them into categories makes the information more manageable.

b. Seeing the relationships between jobs increases our choices and flexibility.

c. Jobs are changing rapidly and specific ones may not exist in the future but general categories of jobs will.

d. When we use our career software and other resource books, information is organized by occupational groups and/or interest areas.

*4. There are many ways of categorizing jobs. Use some of the ideas students had if you did the first activity. Some other ways include: By interest area, by families, by level of education, by function, and by school subjects.

*5. Let's focus on categorizing jobs by interest areas. Often we're interested in a specific area like music, drama, sports, or writing, and we're not sure what jobs match that interest area. One way to find out is to use the Guide For Occupational Exploration and the Worker Trait Group Guide. Show class how to use each of them. Ask students to get out their worksheet on interest areas. Ask students to tell the class their highest interest area, show them how to look it up, and ask them to read aloud some of the jobs that fit their interest area. (An assignment might be to ask each student to list 3 or 4 jobs that fit their three highest interest areas.)

*6. Distribute "Occupational Outlook Handbook/ Standard Occupational Classification Groups." Show the students an OOH and discuss the types of information found there. Ask the students to discuss what the occupations in the groups have in common with each other. Why are they grouped this way?

*7. Another way to categorize jobs is by school subjects. Many times we can identify particular subjects which we are good in and which we enjoy. But, again, we're not sure which jobs would be related to those subjects.

Distribute worksheets on school subjects and jobs. Break class into groups of 4 or 5 students. Give each group a particular school subject which should be written in the center circle. Ask the group to list as many jobs as

possible that use that school subject. Have each group report out their answers. (These could also be done as a homework assignment, allowing each student to fill in their favorite subject in the center circle and then asking them to fill in as many circles as they can.)

An overhead projector is a good way to go over the printed sheets on subjects and jobs so students can see all the related jobs. Point out that the career software they'll be using (CHOICES,JR or DISCOVER) will also look at their favorite school subject and career clusters.

When looking at the completed sheets, you might ask students if they can identify interest area categories from the jobs listed.

THE GUIDE FOR OCCUPATIONAL EXPLORATION (GOE)

INTEREST AREAS

ARTISTIC	includes literary and visual arts, drama, music, dance, and crafts.
SCIENTIFIC	includes physical and life science, medicine, and laboratory technology.
PLANTS AND ANIMALS	includes animal care and training, plant care, and related areas.
PROTECTIVE	includes safety and law enforcement and security services.
MECHANICAL	includes engineering, quality control, transportation, and related work.
INDUSTRIAL	includes production work, production technology, etc.
BUSINESS DETAIL	includes administration, math and finance related work, clerical work, etc.
SELLING	includes general sales and related work.
ACCOMMODATING	includes hospitality services, personal care service, and passenger and customer services.
HUMANITARIAN	includes social services, nursing, therapy, specialized teaching services, etc.
LEADING-INFLUENCING	includes education, law, management and administration, communications, etc.
PHYSICAL PERFORMING	includes sports and related areas.

OCCUPATIONAL OUTLOOK HANDBOOK (OOH)

STANDARD OCCUPATIONAL CLASSIFICATION GROUPS

Administrative and managerial occupations

Engineers, surveyors, and architects

Natural scientists and mathematicians

Social scientists, social workers, religious workers, lawyers

Teachers, librarians, and counselors

Health diagnosing and treating practitioners

Registered nurses, pharmacists, dieticians, therapists, and physician assistants

Health technologists and technicians

Writers, artists, and entertainers

Technologists and technicians, except health

Marketing and sales occupations

Administrative support occupations, including clerical

Service occupations

Agricultural and forestry occupations

Mechanical and repair occupations

Construction and extractive occupations

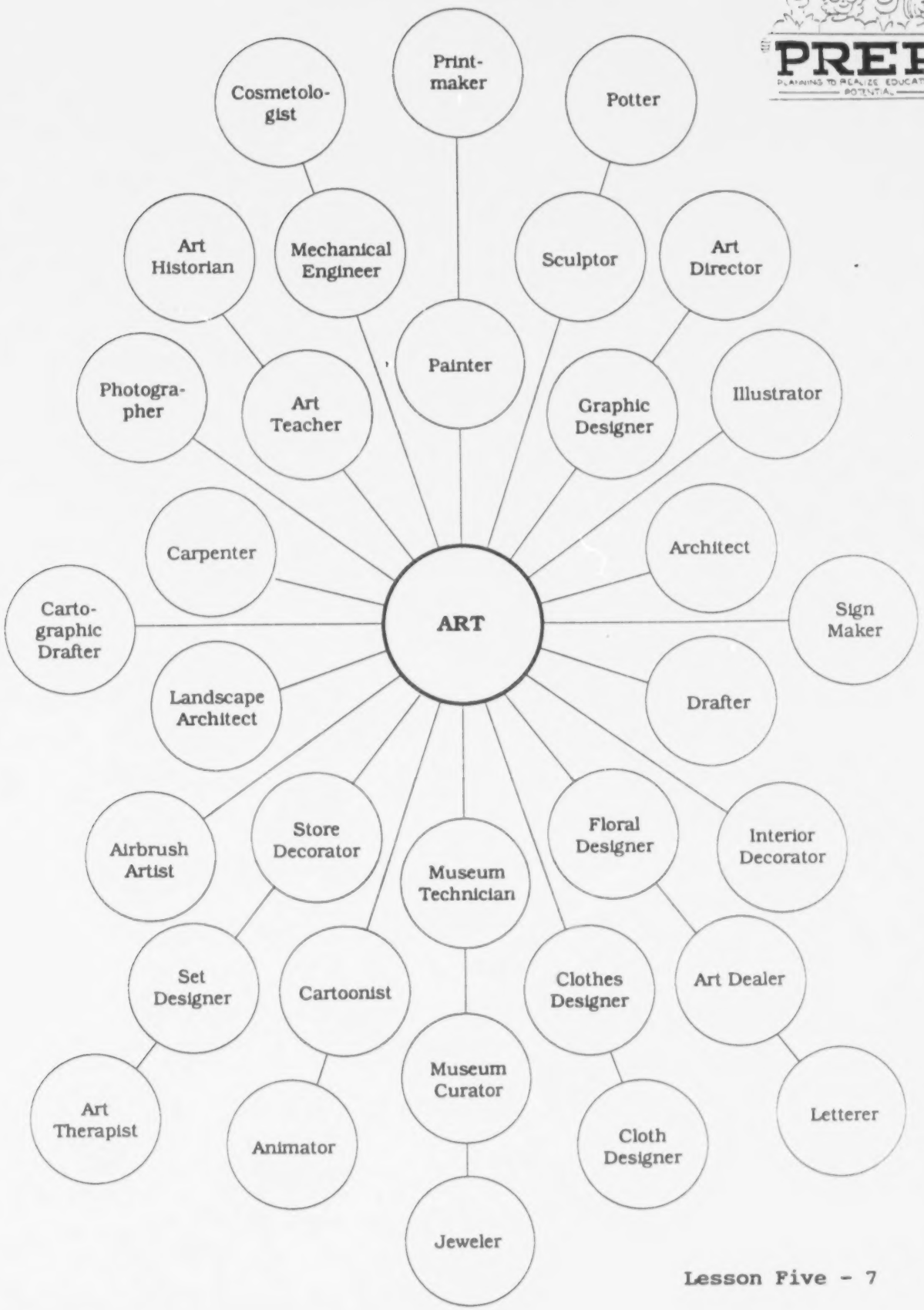
Production occupations

Transportation and material moving occupations

Helpers, handlers, equipment cleaners, and laborers

Military occupations

OCCUPATIONAL CLUSTERS



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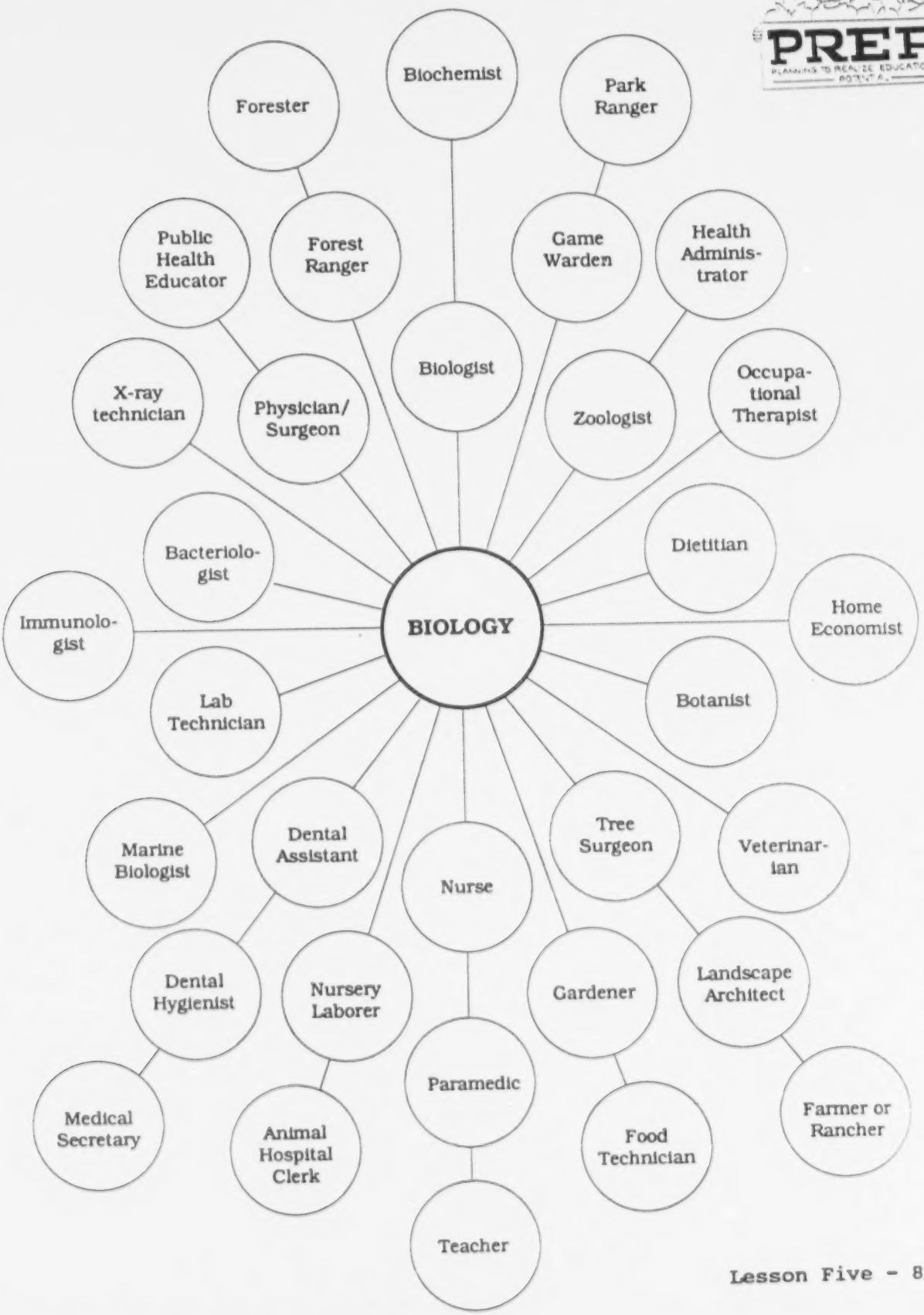

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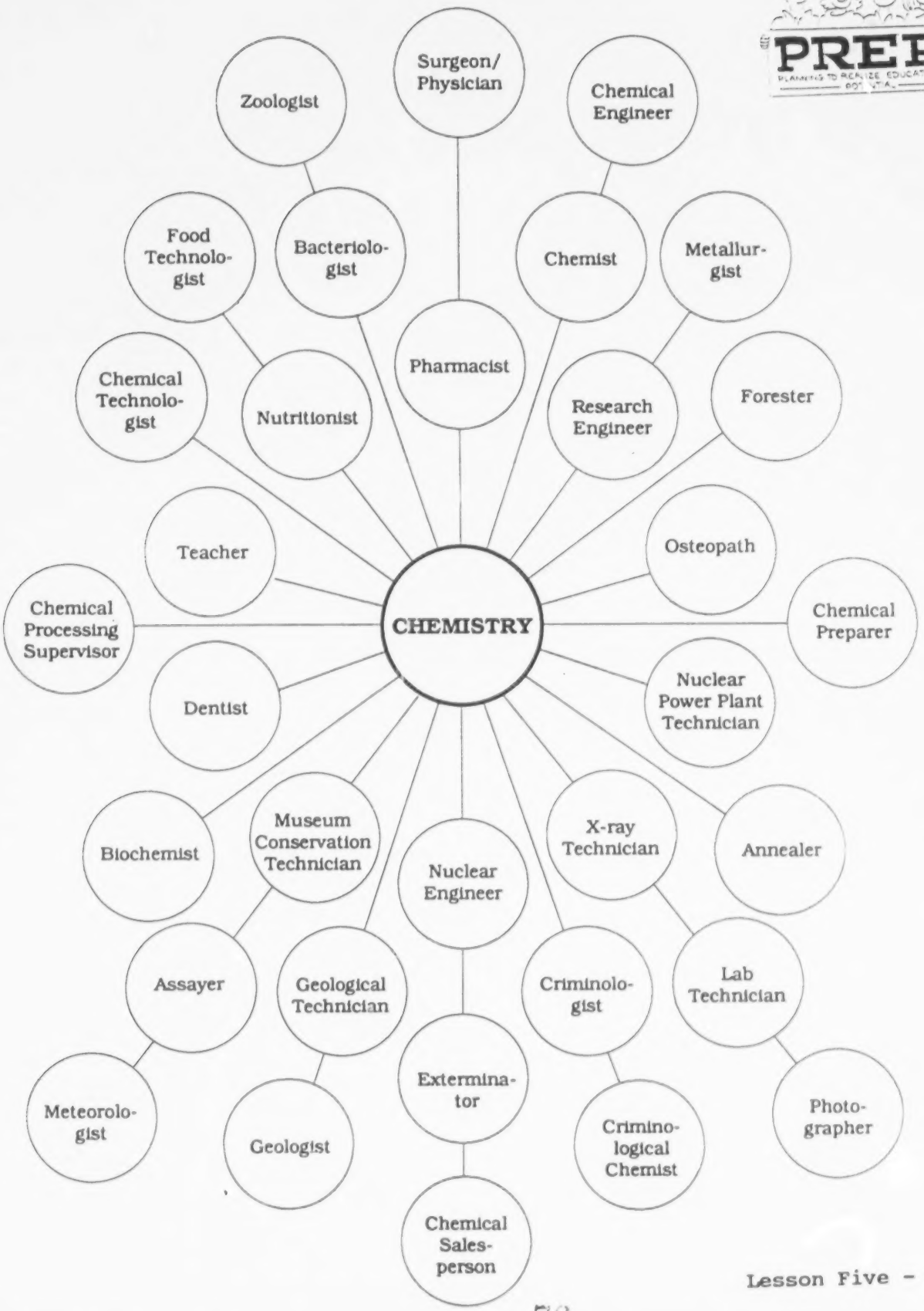

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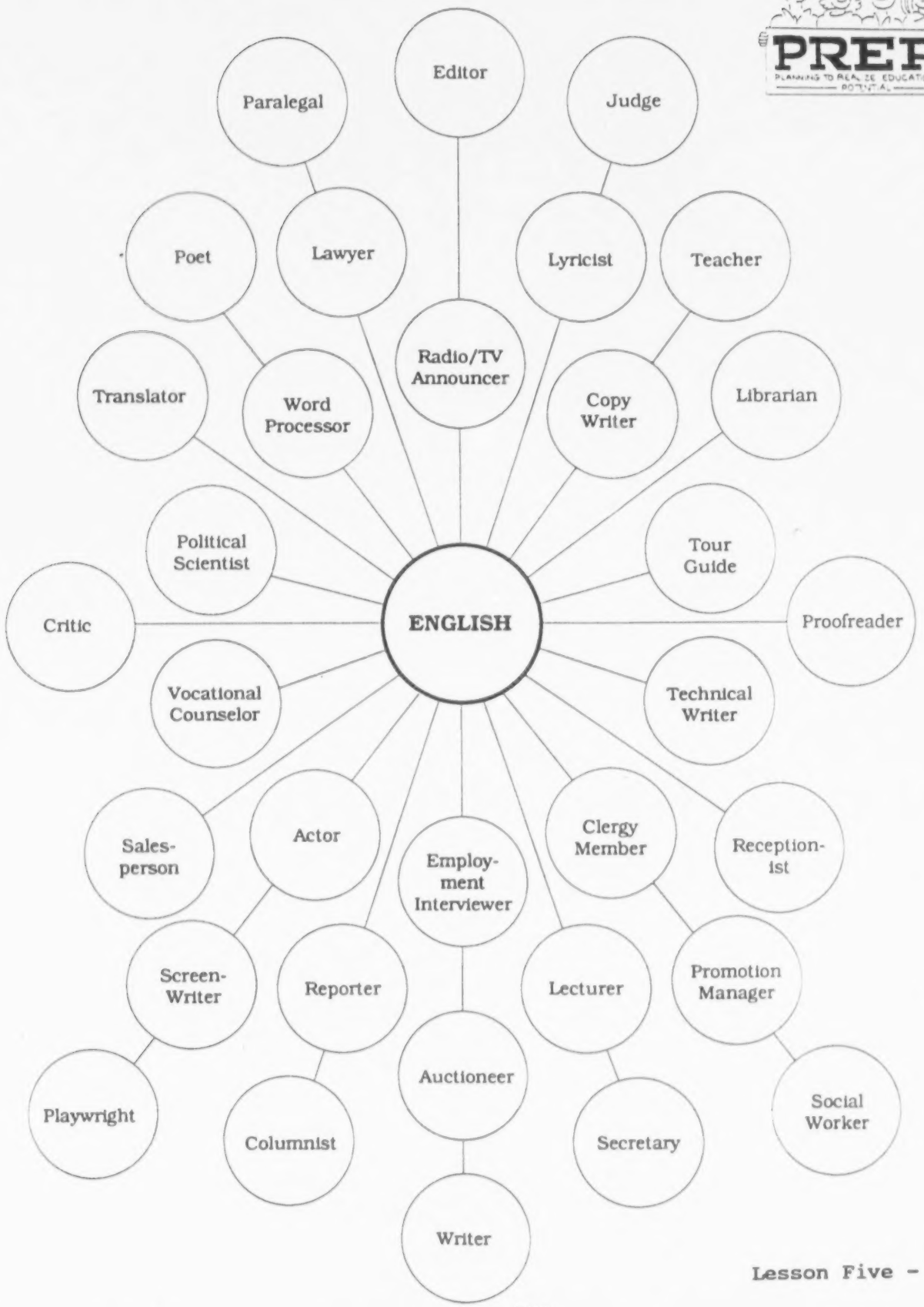

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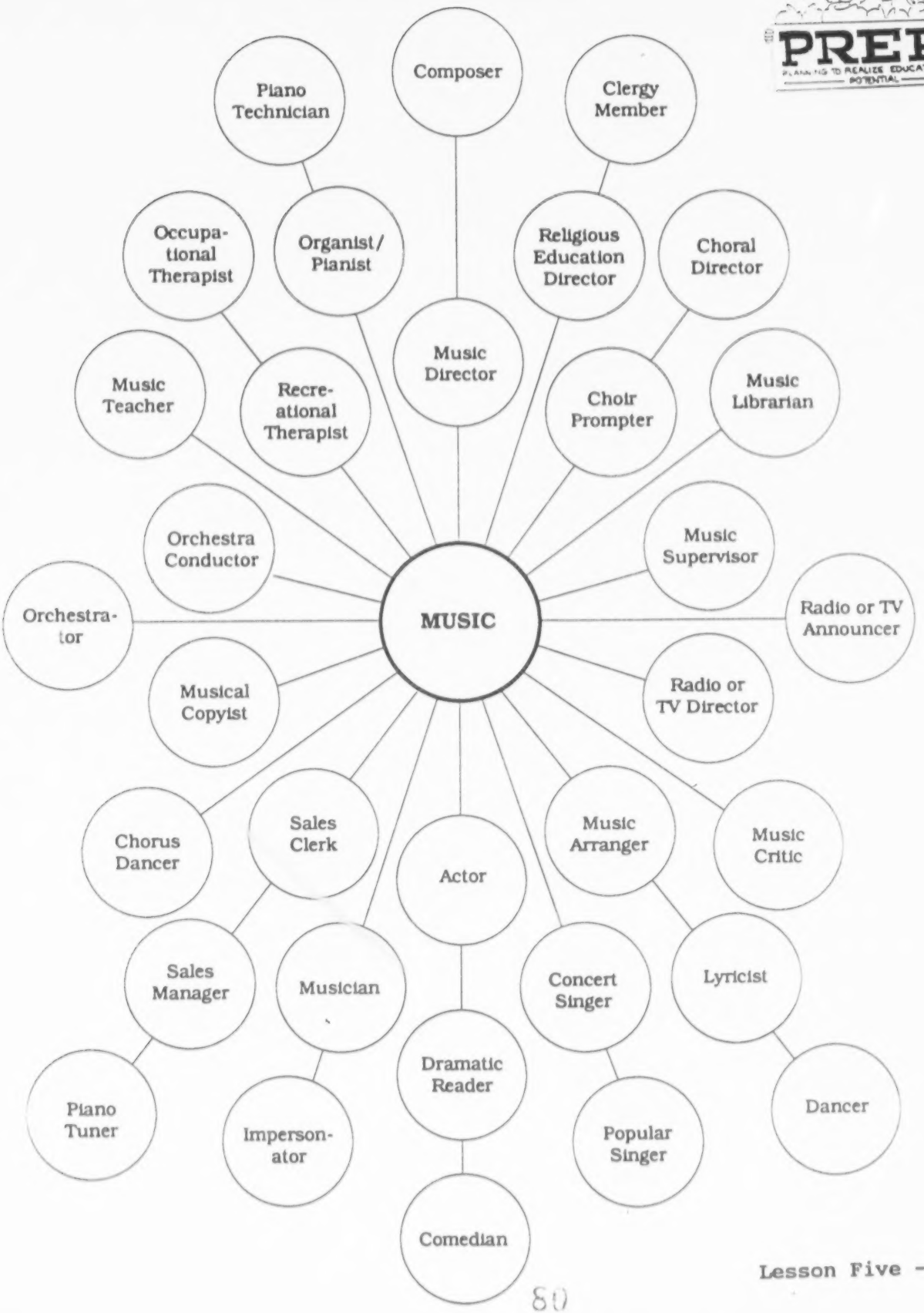

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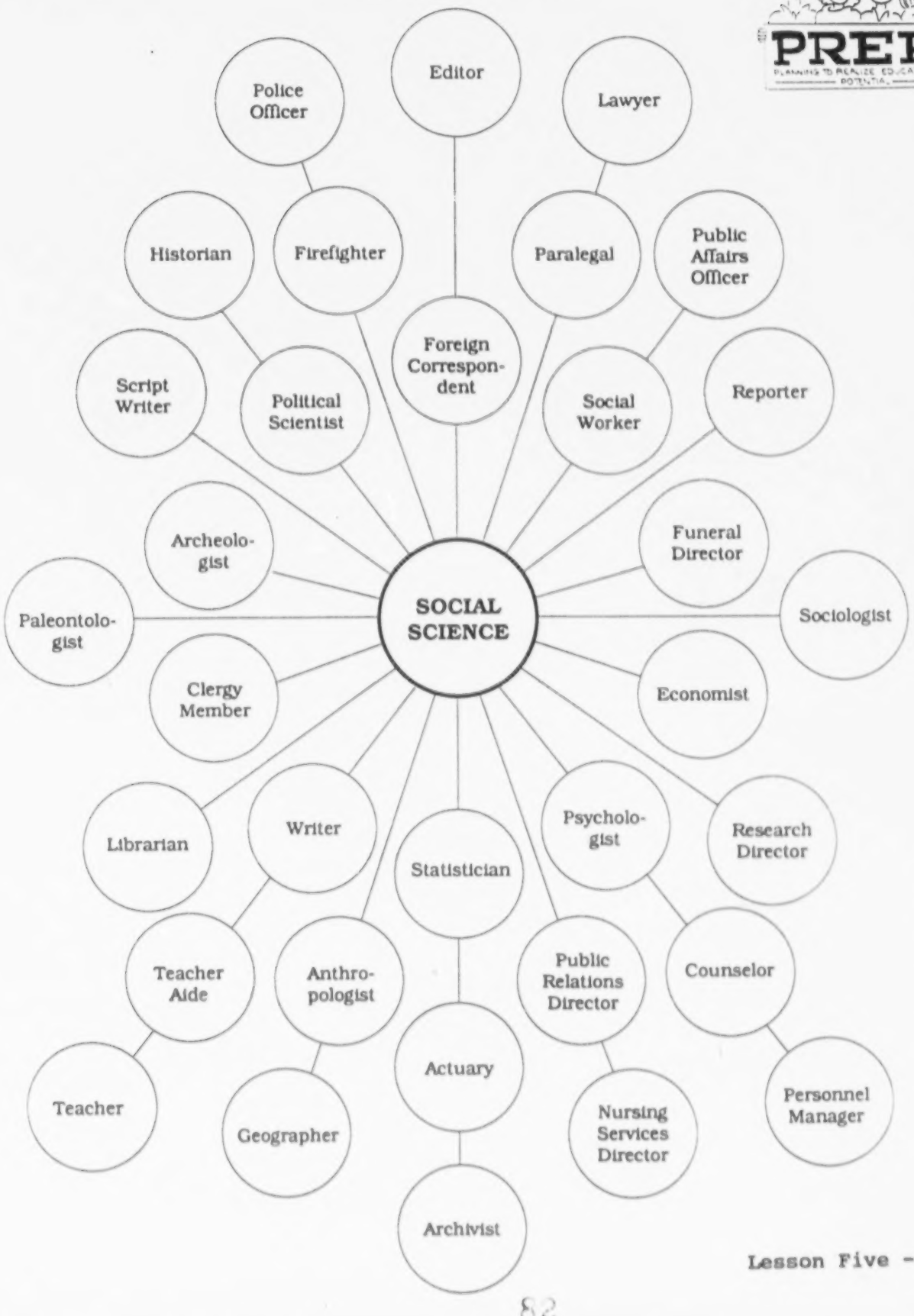

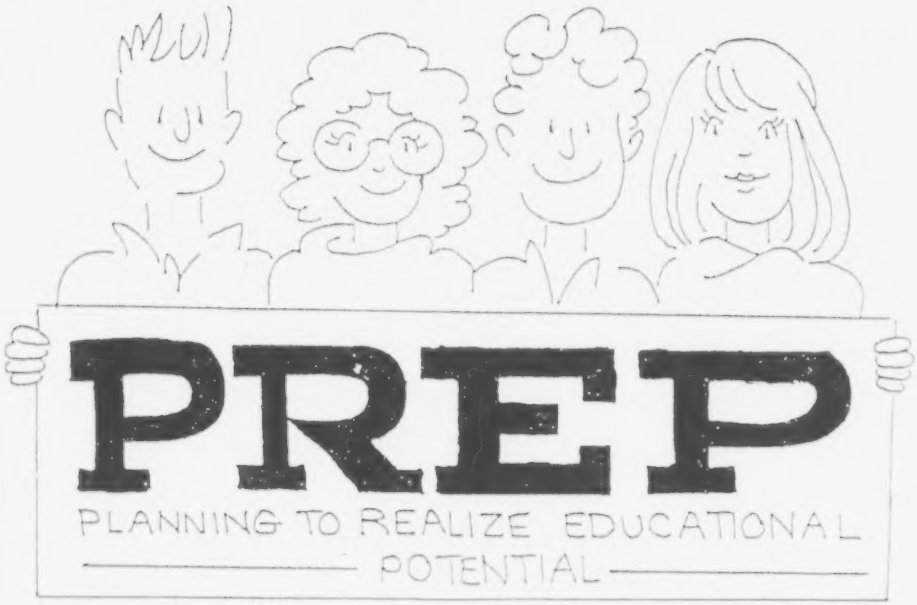

LESSON SIX

Types of Education and Training Programs

BEST COPY AVAILABLE

IT MIGHT HAVE BEEN...

I might have been a sheep farmer.

PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

LESSON SIX: Types of Education and Training Programs

OBJECTIVES: By the conclusion of this lesson, the student will:

A. State the different types of education and training programs.

B. Compare and contrast jobs and their occupational preparation time.

C. Use available career resource materials to research occupations.

CONTENT:

1. Education and training after high school

2. Occupational preparation time

MATERIALS & SUPPLIES NEEDED:

a. Training and Education Options After High School
b. Education/Training Programs
c. Jobs/Post-Secondary Worksheet
d. Occupational Outlook Handbook, Guide For Occupational Exploration, Worker Trait Group Guide, Maine Job Box, and Post-Secondary Educational Opportunities in Maine (Available from Info. Delivery for Educational Access, President's Office, UMA, University Heights, Augusta, ME 04330)

METHODS:

*1. Review preceeding lessons.
Say: You have developed a profile which will help you understand yourself in relation to the world of work. You have also learned that jobs can be clustered according to several different criteria. We are still missing one important piece in the career information puzzle--does anyone have an idea what that missing piece is? (information about education and training programs)

* 2. In order to learn about these choices, let's begin with the following diagram which, I think, will help you visualize and understand the alternatives. (Training/Educational Options After High School--Use on overhead)

*3. When you graduate, you basically have three choices: more education, the military, or going to work. Ask the class if they can think of any other options. You'll usually get some great ideas like staying home, traveling, being a bum, etc.-good discussion. Use overhead with Training/Educational Options After High School to go into more depth on the different areas. You may want to give each student a copy to keep. Point out that 79% of jobs in the future will require some kind of training beyond high school--not necessarily college.

*4. Hand out "Education/Training Programs" materials and "Jobs/Post-Secondary Training" worksheet.

*5. Now we're going to take some time to learn about different types of training/education that specific jobs require. To do this, we're going to use the following resources: Guide of Occupational Exploration, Worker Trait Group Guide, (remind students that these are organized by interest areas) Occupational Outlook Handbook, (explain how this resource is organized by occupational groupings), Maine Job Box, (explain that this is organized in alphabetical order), and Post-Secondary Education Opportunities in Maine (give students overview of information provided in this booklet)

*6. Using these resources, each student is to find five different jobs that require different types of education/training, the beginning salary levels, and where the training is available in Maine. (An alternative requirement is to have all the jobs be part of the same cluster or family.)

*7. Discuss results with students. Did anyone notice any patterns? (i.e. more education required, higher beginning salary)

*8. Two questions students should be asking themselves: (a) How much time are you willing to put into training for your career? (b) How will you finance post-secondary training or education?

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EDUCATION/TRAINING PROGRAMS

TYPE OF PROGRAM

On-The-Job-Training

WHAT IS IT?

Employers provide an opportunity for employees to learn how to handle the job for which they were hired.

LENGTH OF PROGRAM

Few days to a year or more

CLUSTERS/JOBS THAT REQUIRE THIS LEVEL OF TRAINING/EDUCATION

Agriculture, forestry & fishing occupations
Construction/Laborer, drywall installer, mason
Industrial production/factory machine worker, shoe stitcher
Mechanics & repairers/line installers, appliance repair, & transportation

ENTRY REQUIREMENTS

High School Graduation desirable

EDUCATION/TRAINING PROGRAMS

TYPE OF PROGRAM

Apprenticeship

WHAT IS IT?

A way of learning a trade that combines on-the-job training and classroom instruction. Taught by experienced workers; learn trade by helping them and working under their supervision.

LENGTH OF PROGRAM

Usually 1 to 6 years

CLUSTERS/JOBS THAT REQUIRE THIS LEVEL OF TRAINING/EDUCATION

Construction/carpenter, electrician, glazier
Industrial production/pattern makers, tool-and-die makers
Mechanics & repairers/truck & bus mechanics, jewelers
Service/meat cutters, funeral director, chefs

ENTRY REQUIREMENTS

Openings are limited
High School Graduation desirable
Tests & personal interview required

EDUCATION/TRAINING PROGRAMS

TYPE OF PROGRAM

Military Training

WHAT IS IT?

Offer training in 1,500 jobs, many of which are also available in civilian life. Training includes classroom work and on-the-job training.

LENGTH OF PROGRAM

Minimum: 2 years

CLUSTERS/JOBS THAT REQUIRE THIS LEVEL OF TRAINING/EDUCATION

Mechanics & repairers/aircraft mechanic,
heavy equipment operator
Health/medic, nurse, dental technician, psychiatric aide
Office/computer programmer, purchasing agent

ENTRY REQUIREMENTS

Varies from branch to branch. Uses ASVAB to determine qualification for programs

EDUCATION/TRAINING PROGRAMS

TYPE OF PROGRAM

Technical Colleges

WHAT IS IT?

Provides courses to learn the skills you'll use on the job. Usually includes simulated classroom study for things you'll be expected to do at work. Study subjects that will help you on the job. At completion of program, you'll receive a diploma or an associate degree depending on length and difficulty of program.

LENGTH OF PROGRAM

Several months to two years

CLUSTERS/JOBS THAT REQUIRE THIS LEVEL OF TRAINING/EDUCATION

Agriculture, forestry & fishing occupations
Health
Industrial production
Office
Performing arts
Design & communication
Sales, service, transportation & construction

ENTRY REQUIREMENTS

High School Graduation
Sometimes specific high school classes

EDUCATION/TRAINING PROGRAMS

TYPE OF PROGRAM

Community & Junior College

WHAT IS IT?

Prepares you for a specific occupation. Courses are similar to Technical Colleges: teach skills you'll need on the job. Some credits may be used towards a bachelor's degree (B.A., 4-year program).

LENGTH OF PROGRAM

One to Two years

CLUSTERS/JOBS THAT REQUIRE THIS LEVEL OF TRAINING/EDUCATION

Agriculture, forestry
Construction
Health
Industrial production
Mechanic & repairer
Office
Performing arts
Design & communication
Scientific & technical
Service

ENTRY REQUIREMENTS

High School Graduation
Sometimes specific high school courses

EDUCATION/TRAINING PROGRAMS

TYPE OF PROGRAM

Colleges and Universities

WHAT IS IT?

Generally, does not prepare you for one particular job. Gives you a foundation upon which several careers can be built. Helps you gain basic knowledge in your field and develop intellectual discipline, work with abstraction, sharpen analytical skill, develop writing and speaking skills. Receive B.A. or B.S. (4 years) with a major in a specific subject. A major is the specialty arear you choose to study.

LENGTH OF PROGRAM

Four years

CLUSTERS/JOBS THAT REQUIRE THIS LEVEL OF TRAINING/EDUCATION

Agriculture, forestry & fishing
Education
Health
Office
Performing arts
Design & communications
Scientific & technical
Social Scientists
Social Service

ENTRY REQUIREMENTS

High School Graduation and completion of specific high school courses

EDUCATION/TRAINING PROGRAMS

TYPE OF PROGRAM

Graduate School

WHAT IS IT?

Educates students in specific field after college. Certain careers require this level of education.

LENGTH OF PROGRAM

Varies

CLUSTERS/JOBS THAT REQUIRE THIS LEVEL OF TRAINING/EDUCATION

Education/professor, guidance counselor
Health/doctor, dentists, veterinarian
Scientific & technical, geologist, engineer

ENTRY REQUIREMENTS

Completion of four years of college

JOBS/POST-SECONDARY TRAINING

WORKSHEET

Job Title	Required Training/ Preparation	Entry Level Salary	Maine Post-Secondary Institution
1.			
2.			
3.			
4.			
5.			
6.			

LESSON SEVEN

Computer Component

BEST COPY AVAILABLE

IT MIGHT HAVE BEEN...

I would have been a great forest ranger.

PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

LESSON SEVEN: Computer Component: How To Use Education and School Subjects To Complete The Big Picture

OBJECTIVES: By the conclusion of this lesson, the student will:

CHOICES,JR.

A. Identify his/her top five career fields and understand how they are related to his/her personal profile.

B. Choose the level of education desired.

C. Understand the relationship that exists between a favorite school subject and a career field.

DISCOVER FOR MIDDLE AND JUNIOR HIGH SCHOOL

A. Identify the "work task" that is of primary interest.

B. List activities that illustrate his/her interest in the "work task."

C. Understand which of the six clusters is most closely related to their interests, aptitudes, and personality.

D. Choose the level of education which seems to meet their goals for the future.

CONTENT: CHOICES, JR. or DISCOVER for Middle and Junior High School

MATERIALS & SUPPLIES NEEDED:

a. Computer software: Choices, Jr. or Discover for Middle and Junior High School
b. Computer for demonstration
c. Worksheet: Showing What You Have Learned

METHODS:

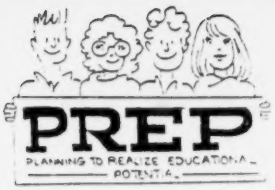
1. Say: For students who want to explore more about families of occupations, relationships of school subjects to careers, and how level of education affects career choice, I'd like you to become familiar with the computer program that is available through P.R.E.P., CHOICES, JR. or DISCOVER FOR MIDDLE AND JUNIOR HIGH SCHOOL.

2. Review the content and process of the software to be used. The following pages give an outline of each system.

3. The worksheet "Showing What You Have Learned" may be completed by each student as a means of summarizing their use of the computer program. The information gathered on this sheet may then be used in the career research unit and for the career education plan of Lesson Nine.

4. At this point, the leader has the choice of blending the computer lesson with Lessons Eight and Nine, as part of career exploration, researching occupations and developing their career and education plans or having students begin using the computer right away.

   The computer teacher or student assistants may be helpful in faciltating computer scheduling and use.



GUIDE TO USING CHOICES, JR.

Students are encouraged to use the Checklist prior to using the computer version of the Checklist as a means of saving time.

CHOICES, JR. allows the user to do the following:
1. Learn how to go about exploring your career future.
2. Explore for careers matching some of your needs.
3. Check out some occupations you are considering.

If the user chooses #1, there will be 20 Career Fields to choose from followed by many sub-groups. If the user chooses #2, there will be three way to explore--activities checklist, education, or favorite subject.

Activity Checklist asks for a score from the paper/pencil hand-out checklist. This can be completed on the computer as well.

Education allows the user to choose different levels of education and the computer will match this with career fields. (High school dropout to doctorate degree)

Favorite subject allows the user to discover how the computer will match school likes with certain career fields.

If the user chooses #3, the program will return to the main menu of career fields which is as follows:

A. Managers & Administrators
B. Science, Math, & Computers
C. Architecture & Engineering
D. Social Science & Law
E. Teaching, Counseling, & Religion
F. Medicine & Health
G. Art, Writing, & Entertaining
H. Sports & Recreation
I. Clerical
J. Sales
K. Service
L. Agriculture, Fishing, & Hunting
M. Logging & Fishing
N. Processing
O. Machining
P. Product Making
Q. Construction
R. Transportation
S. Material Handlers and Other

USING AN APPLE IIe COMPUTER - 2 DISC DRIVES
1. Place the "red" key disc in drive
2. Turn on the monitor.
3. Turn on the computer.
4. Follow directions on the monitor.
5. Be certain to put disc 1 in drive 1 and disc 2 in drive 2.

GUIDE TO DISCOVER FOR MIDDLE AND JUNIOR HIGH SCHOOL

The DISCOVER program consists of 7 diskettes:
5 for student use
2 for administrative reports

The objectives of the program are:

* teach organizational structure of occupations.
* raise awareness of work related and interests and abilities.
* provide structure for broad exploration of future occupations.
* raise awareness of relationship of high school course selection to long range education plans and to occupational clusters.

The diskettes that students use are:

Boot - needed to start system

Entry/Exit - used to record student information

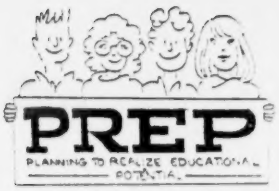
Part 1: You and The World of Work
includes:
work tasks, data, people, things,
world of work maze game, and interest survey

Part 2: Exploring Occupations
includes:
self-rating, grades in school subjects and scores on standardized tests
job clusters
levels of education
lists and details on 171 occupations

Part 3: Planning for High School
includes:
localized high school information entered by staff at user site

USING AN APPLE IIe COMPUTER - 2 DISC DRIVES

1. Place "boot" disk in drive 1, "entry/Exit" in drive 2.
2. Turn on computer and monitor



SHOWING WHAT YOU HAVE LEARNED

A "ME STATEMENT" COMPOSITE

FOR THE ACTIVITY CHECKLIST IN CHOICES, JR.

Please write the five highest career fields as they appear on the computer or on your paper/pencil activity checklist. Your scores for each career field have been totaled, in rank order, so it becomes a simple task to copy the highest five totals. If you have any questions, see your teacher.

The totals are:

1.

2.

3.

4.

5.

By reviewing the questions in the Checklist about activities in a serious manner, you should discover that the top five show your greatest likes. In the space below, you are asked to express why you think these five career fields appeared as your top five on the listing. You may wish to refer back to the activities which you rated 5, 6, or 7 to respond to this very important question.

_____

_____

_____

_____

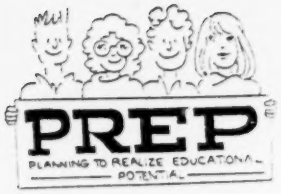
_____

_____

_____

_____

_____



SHOWING WHAT YOU HAVE LEARNED

A "ME STATEMENT" COMPOSITE

FOR YOUR EDUCATION LEVEL IN CHOICES, JR.

What is the highest level of education that you see yourself reaching in the future?

Check Your Answer

_____ High School Diploma and On-The-Job Training

_____ High School Diploma and 1-2 years more

_____ High School Diploma and 4-year degree

_____ High School Diploma, college degree, and graduate work

Is the level that you checked a "long shot" or do you see it as within your reach? If you believe that it will be difficult to accomplish this goal, please write on the line below which of the four choices you consider a "sure thing."

_____

If the level you checked is a "long shot," list three things you can do to make it possible.

1. _____

2. _____

3. _____

SHOWING WHAT YOU HAVE LEARNED

A "ME STATEMENT" COMPOSITE

FOR YOUR FAVORITE SUBJECT IN CHOICES, JR.

List the three school subjects that you like best. You may include exploratory as well as academic classes.

_____

_____

_____

Based on what you have learned, match these three favorite school subjects with one or more related careers.

School Subject	Related Careers
_____	_____
_____	_____
_____	_____

SHOWING WHAT YOU HAVE LEARNED

A "ME STATEMENT" COMPOSITE

FOR DISCOVER FOR MIDDLE/JUNIOR HIGH SCHOOL

Remember the "Work of World" Map that presented you with "work tasks?" With which "work task" do you feel the most comfortable? Please place a check beside your choice.

_____ People

_____ Data

_____ Things

_____ Ideas

List some activities that you are doing during school or outside of school that would show that this "work task" is truly an interest for you.

_____

_____

_____

When considering clusters (this expands the four "work tasks" by developing cluster combinations) where do you see yourself?

_____ Social Service

_____ Business Contact

_____ Business Operations

_____ Technical

_____ Science

_____ Art

Now, please make a decision as to the level of education you wish to pursue:

_____ Immediately following high school

_____ Training following high school

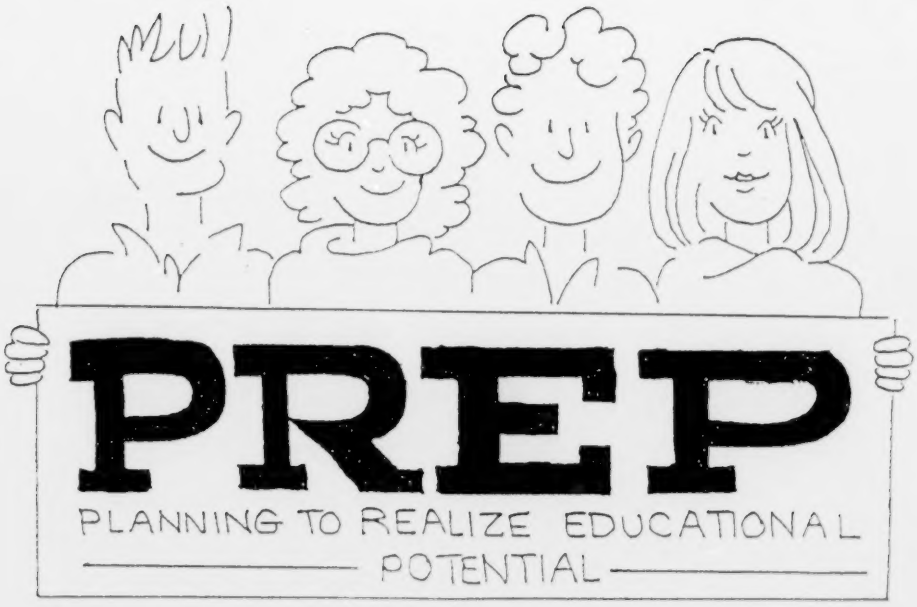
_____ Following four or more years of college

At this point, DISCOVER has allowed you to choose a job(s) which seems sensible for you to include in your goal. List one or more jobs from the DISCOVER Program that seem right for you.

_____

_____

_____



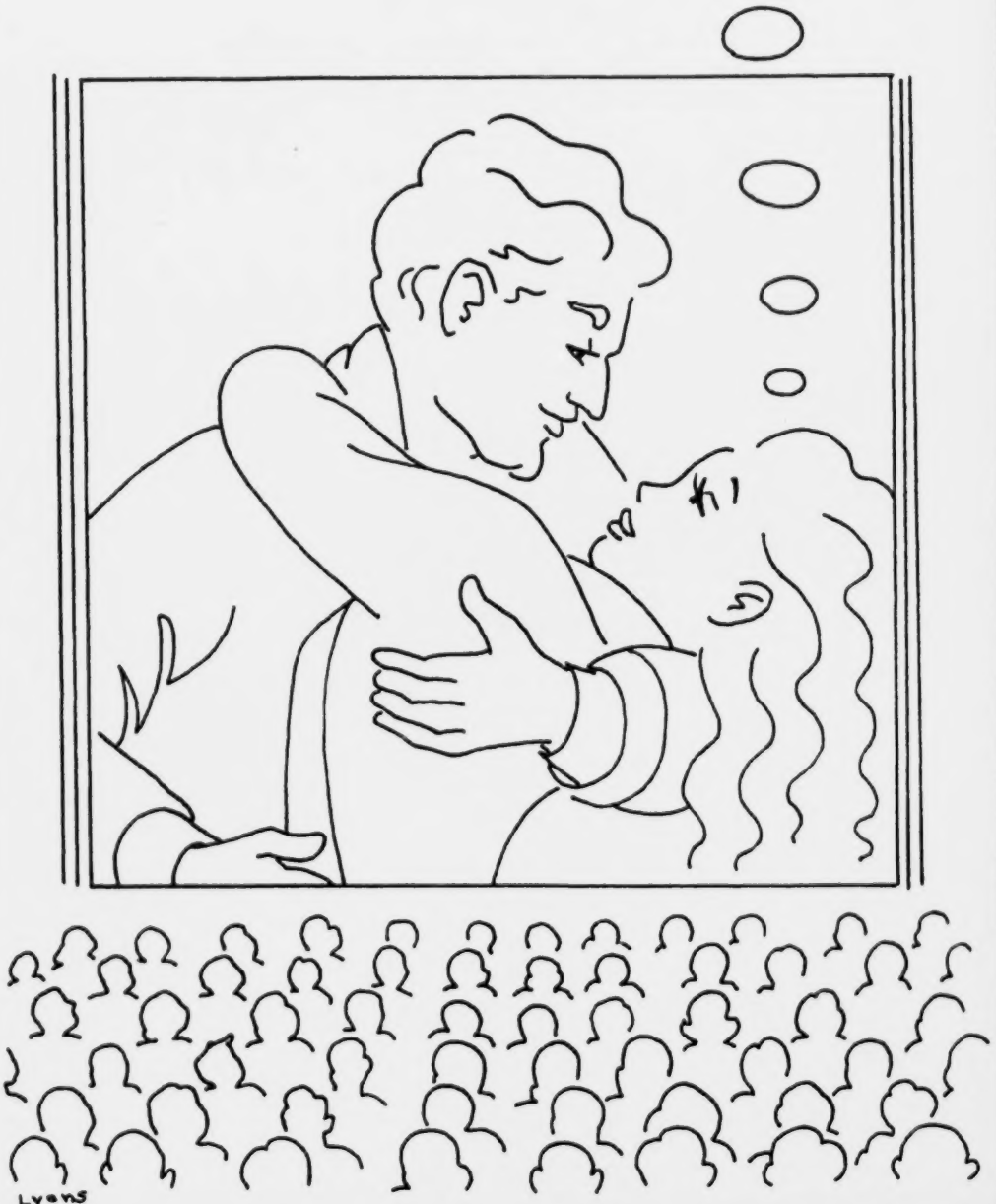
LESSON EIGHT

Career Exploration

BEST COPY AVAILABLE

IT MIGHT HAVE BEEN...

I wish I were an astronaut.



PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

LESSON EIGHT: Career Exploration: Discovering Your Options

OBJECTIVES: By the conclusion of this lesson, the student will:

A. Identify important work values and lifestyle factors.

B. Identify two occupations to research--one traditional and one non-traditional.

C. Begin to research two selected occupations.

CONTENT:

1. Work Values
2. Lifestyle factors
3. Research skills

MATERIALS & SUPPLIES NEEDED:

a. All sources of occupational information including "Working" video tape
b. Television and VCR set-up
c. Worksheets: Work Values Rating Sheet
Lifestyle Worksheet
Or
10 Years From Now Fantasy
1. Sunday Newspaper Classified Ads
2. Salary worksheet

Career Research Worksheet
1. Job Research Paper
2. Outline of a Research Paper
3. Research Time Management Sheet

d. DISCOVER or CHOICES, JR. printouts

METHODS:

1. Remember in Lesson Four when we talked about various kinds of information and how information is used in decisions?

   Lead a discussion evaluating various kinds of information: aptitudes,interests, educational options, lifestyle, salary, projections, work, tasks, grades, experience, values, aspirations, and significant influences. Examine the need for new information. Explain the difference between biased and objective information.

*2. Ask: Would it be wise for a person to make a career decision based only on one kind of information such as gender ?
Why or why not?

*3. Show "Working" and discuss traditional and non-traditional careers.

*4. Say: Today we will be examining two final pieces of information about ourselves and begin to research two occupations in depth. We have looked at our personal values. Now we need to look at our work values and our lifestyle needs. To really enjoy working, you must work in a job that has similar values to the ones you hold.

   Distribute the "Work Values Rating Sheet" and ask students to complete it. Discuss and validate student responses. Emphasize that the students should try to find occupational interests that have some of their values.

5. Say: People work for many reasons as indicated in the last exercise. One of the main reasons people work is to make money. The money earned supports a lifestyle and this lifestyle reflects personal and work values. We will now begin to look at some of your lifestyle preferences and needs.

6. Distribute the "Lifestyle" worksheet and ask the students to complete it. Discuss the importance of the exercise.

   Or

   a. Use "10 Years-From-Now Fantasy" exercise which includes a salary worksheet and using the Sunday Classified Ads. Students will do the worksheets individually and process their results as large group.
   b. Once the students have completed the salary worksheet, have them look at their original fantasy and discuss what they may need to change.

7. Say: Now you will have the opportunity to research two careers in some depth using all of the information available to you. You will research two career options--one that is traditional and one that is non-traditional.

8. Distribute "Career Research" worksheets (2) to each student. Explain the worksheet and allow the remainder of the class period for students to begin their research.

9. Homework: Students must complete their research and bring their "Career Research" worksheet to the next class.

10. If you are a including a research paper as part of the unit, use "Job Research Paper," "Research Time Management Sheet."

    OUTLINE OF A RESEARCH PAPER:
    Teach each of the parts as separate skills--units to be completed.

    This research paper meets two requirements: it teaches 8th graders the basics of writing a research paper before the freshman year, and it helps them look at career possibilities/ expectations before they choose their high school schedule.

Because this is generally their first research paper, after all research is completed, break the paper into the parts and teach as separate lessons. When you get to footnoting and bibliographies having common sources helps to teach the intricacies of both formats.

The breakdown could be as follows:

Preface

Outline

Main body

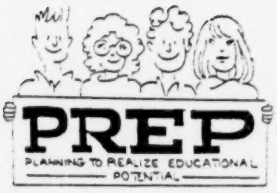
Footnotes

Bibliography

WORK VALUES RATING SHEET

Put a plus (+) to the left of each value that is important to you and a minus (-) to the left of value not important to you. Circle three to five values most important to you.

___Feeling important
___Working with words
___Being told what to do
___Releasing energy through activity
___Being treated like a person
___Getting attention
___Doing routine work
___Being a member of a group
___Having responsibility
___Working slowly
___Helping other people
___Being challenged intellectually
___Feeling sure of keeping my job
___Knowing why I am are doing something
___Being liked by co-workers
___Achieving my ambitions
___Working with things
___Being judged fairly
___Competing with others
___Feeling self-confident
___Doing precise work
___Being well known
___Having time and energy for other activities
___Exercising leadership
___Feeling suited to my work
___Running occasional risk
___Being creative or original
___Influencing people
___Moving about at my work
___Feeling morally worthy
___Eating good food
___Working fast
___Gaining prestige in my community
___Gaining aesthetic enjoyment
___Being able to express my ideas
___Liking my co-workers
___Seeing the product of my work
___Feeling independent
___Always knowing what's next
___Dealing with people
___Working with numbers
___Feeling safe from an accident
___Making my family proud of my work
___Not having responsibility
___Doing things skillfully
___Talking to co-workers
___Doing an honest day's work
___Talking to others
___Encountering unexpected tasks
___Feeling a part of something big
___Having convenient working hours
___Doing things on my own
___Being promoted
___Working in pleasant surroundings
___Having authority over others
___Doing work of value to society
___Using my capabilities
___Sensing order in my life
___Telling others what to do
___Being with other people
___Dealing with other people
___Feeling useful and needed
___Enjoying daily accomplishments
___Doing things others can do
___Having my work praised



LIFESTYLE WORKSHEET

Please read the following items carefully. Check those items you feel are essential to your future plans and lifestyle and circle qualifiers.

.

___Marriage
___Size of family (including you and your spouse)
Circle one 2 3 4 5 or more
___Remaining single
___Own my own home valued at:
$25,000 $40,000 $50,000 $70,000 $100,00 or more
___Rent an apartment __furnished __unfurnished
___Homeowners insurance
___Medical insurance
___Life insurance: myself spouse children
___Auto insurance: myself spouse children
___Car: new used one two or more
___Medical/dental expenses
___Eyeglasses
___Furniture
___Water
___Property taxes
___Electricity
___Telephone
___Heat: oil coal electric gas wood
___Television
___Snowblower
___Clothing
___Food
___Stereo
___Vacation: 2 weeks month or more
___Gasoline
___Disposal services: trash & garbage
___Personal services: dry cleaning, haircuts, etc.
___Recreation & leisure time activities
___Pension fund/retirement
___Savings account
___Major appliances: washer dryer dishwasher other
___Other

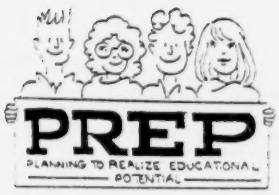
Anticipated income from your job:

$5,000-$10,000 $10,000-$15,000

$15,000-$20,000 $20,000 or more

Do you believe your job can support this lifestyle?

Yes No Don't know



10 YEARS FROM NOW FANTASY

SALARY WORKSHEET

Beginning salary for your job: a._____

1. Divide (a) by 4 and put the answer in (b) b._____
   This = your taxes

2. Now subtract (b) from (a) and put the answer in (c) c._____
   This = your money

3. Divide (c) by 12 to get your monthly take home pay d._____

MONTHLY EXPENSES

4. Rent/house payment e._____
   (rent from paper or for house figure $10 for every $1,000 your house cost for 30 years.
   Example: $100,000 home = $1,000/month)

5. Car payment f._____
   (figure $20 for every $1,000 the vehicle costs.
   Example: $10,000 car = $200/month)

6. Cable g._____
   ($50 minimum hookup)

7. Telephone h._____

8. Electricity/Heat i._____

9. Credit cards j._____
   (Remember all that stuff you bought? Except for the house and car add it all up and then divide by 12; this will be your monthly credit card charge.)

Total of e to j only k._____

YEARLY OR ONE-TIME-SHORT EXPENSES

10. Excise tax on vehicles l._____

11. Car insurance m._____

12. House/renters insurance n._____

13. House taxes o._____

Total of l to m divided by 12 p._____

WEEKLY AND EXTRAS

14. Groceries q._____

15. Gas for car r._____

16. Supplies s._____
(deodorant, soda, things forgotten)

17. Miscellaneous t._____
(going out, clothes, CDs, tapes, etc.

Total q to t times 4 u._____

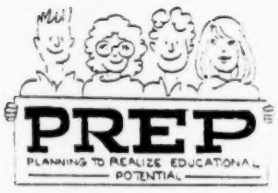
v. ADD k + u = _____

w. Compare to 3d.= _____

If W is larger than V...CONGRATULATIONS!!!!

If V is larger than W...You now have to decide what to give up to come within your budget. Keep a list of what you keep. You may choose to live with someone else and share expenses, etc.....GOOD LUCK

Discuss all the things that weren't figured in such as pets, starter furniture, household goods, and children. Do not let students figure in a second income if they had a spouse...he/she just got laid off.



CAREER RESEARCH WORKSHEET

Name_____Date_____

One career I am interested in is:

_____

Interest Area, Occupational Group:

_____

Short Job Description

Preparation Required

Does the job require a high school diploma?

Other required education or training
(How many years beyond high school?)

Required Licenses or Certificates

CAREER RESEARCH WORKSHEET
(continued)

Nature of the Work

List three duties or activities a worker in this job does:

1.

2.

3.

Does the worker work alone or in a group?

List the three most important skills the worker must have to do the job well:

1.

2.

3.

What are the working conditions like?

What are the physical demands of the job?

What are the typical working hours for the job?

Salary and Benefits

What is the average starting salary or wage?

What are some of the employee benefits?

What are some employee costs, such as union dues, uniforms, tools, etc.?

CAREER RESEARCH WORKSHEET
(continued)

Employment Outlook

What is the employment outlook for this job in the future?

Other

How does this job match your personality, abilities, interests, work values, and lifestyle needs?

JOB RESEARCH PAPER

Use the Career Research Worksheet but add the following:

Personality traits that are most helpful for the job?

Five aspects of the job that appeal to you.

Two disadvantages as you see them.

Two advantages.

Do you think you qualify for the job? Why or why not?

Would you be happy at this job? Why or why not?

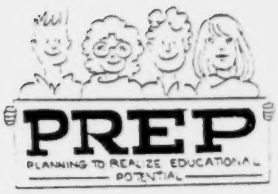
Compare what you found out about this job with what you have found out about yourself?

Guidelines for research paper:

Use the Career Research Worksheet to gather information. Make sure you note source/bibliography and footnote information as you use a source.

Three sources minimum: No standard encyclopedias! Do use OOH, Maine Job Box, Career Encyclopedias, Career Fair, CHOICES, Jr., DISCOVER FOR MIDDLE AND JUNIOR HIGH SCHOOL, etc. as sources.

OUTLINE OF A RESEARCH PAPER



I. Expected format
   A. Title page
      1. title of paper
      2. your name in lower right corner
      3. class section
      4. date
   B. Blank page for comments
   C. Preface page
      1. tells why you chose to research the career you chose
      2. tells what your paper will cover about the career
   D. Outline page
      1. set up by following headings on the Career Research worksheet
      2. content of paper should follow outline as set up
      3. proper format expected as demonstrated here
         a. indentation
         b. punctuation
         c. lettering
   E. Main body of paper
   F. Footnotes
      1. standard form
         a. parenthetical
         b. traditional
   G. Bibliography
      1. alphabetical order
      2. standard form
      3. proper punctuation

II. Standards
   A. White ruled school paper only if written
   B. Blue or black ink only
   C. Margins-NOT drawn in
   D. Proper grammar
   E. Proper mechanics
   F. Numbered pages in main body
   G. Format of I. to be followed

RESEARCH TIME MANAGEMENT SHEET

NEED TO COMPLETE BY:

Activity	Date
1. Choose job to research	
2. Gather information	
3. Organize information: Set up outline	
4. First Draft:	
a. title page	
b. preface page	
c. outline (should be done, just add)	
d. main body (based on outline)	
e. footnotes (parenthetical or bottom of page)	
f. bibliography	
5. Proofread and revise	
6. Final draft due	

LESSON NINE

Developing an Education and Career Preparation Plan

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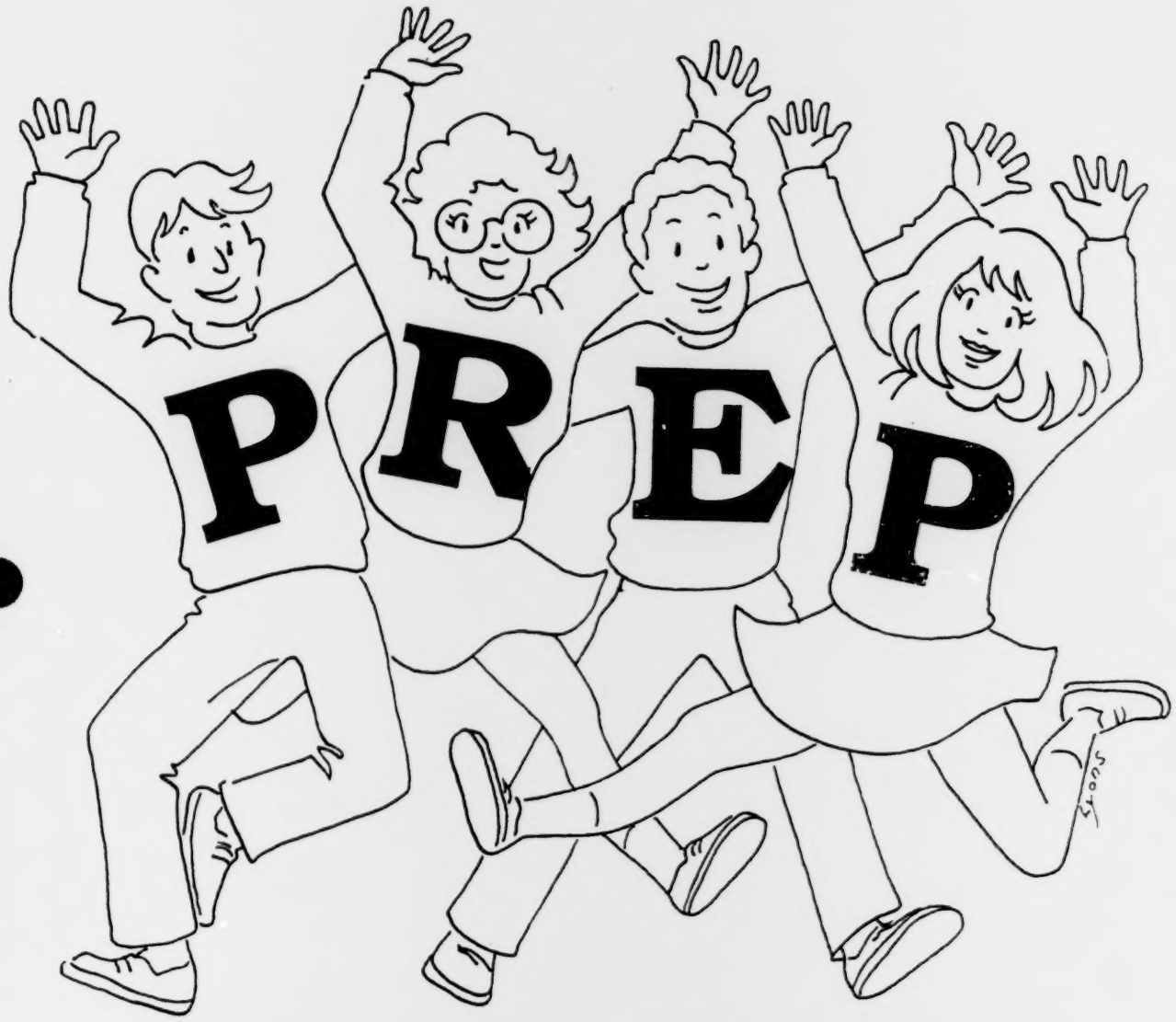


PLANNING TO REALIZE EDUCATIONAL POTENTIAL

PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

LESSON NINE: Developing an Education & Career Preparation Plan

OBJECTIVE: By the conclusion of this lesson, the student will:

A. Complete an education and career preparation plan based upon course work to date.

B. Understand the high school curriculum and required course work for their proposed plan.

C. Choose the course work necessary for post-secondary preparation.

CONTENT:

1. High School Curriculum awareness
2. Future Planning

MATERIALS & SUPPLIES NEEDED:

a. Guide to local high school curriculum identifying major areas of study and course sequences

b. For Those Considering Post-High School Education

c. Post-Secondary institution catalogs

d. An Education & Career Preparation Plan

e. Guide for Parents

METHODS:

*1. Say: We are almost at the end of our P.R.E.P. course. We have learned a great deal about ourselves, the world of work, and making good decisions. You are now at a point where you need to make some decisions about your high

school program. In order to make those decisions, you need information. You need to know what is required for you to graduate from high school, and you need to know what courses are required to attend post-secondary training.

*2. Pass out the Program of Studies Book for your high school. Give students a few minutes to look through it. Go over the specific course requirements for high school graduation.

*3. Introduce students to the idea that the requirements for graduation are **minimum** requirements. In order to gain entrance into specific post-secondary institutions, other courses are required. Go over information on the sheet entitled "For Those Considering Post-High School Education." To get more specific information, students should be referred to College and Technical College catalogs and told where they are located in your school.

4. Let's think back to some of the jobs you've researched. Ask students for examples of jobs they researched and the type of training needed to get those jobs.

5. Now think about yourself for a few minutes. Review your interests and abilities; think about the occupational clusters and jobs that interests you have; and think about how much time you're willing to put into your education and training. You'll be using this information as you fill in your Education and Career Preparation Plan. (Specific required courses for your school could be filled in prior to copying this for students.)

6. Distribute an "Education and Career Preparation Plan" to each student. This sheet will summarize each student's work to date.

7. When students are finished, put a copy of the plan in their career file. Give one copy to the student and one to their parents. Also, give parents a copy of Guide for Parents. (Additional copies can be obtained from address on back of the brochure.)

8. This unit can lead directly into sign-up for high school courses.

FOR THOSE CONSIDERING POST-HIGH SCHOOL EDUCATION

In planning your four-year course of study, please refer to the following high school courses required by most post-secondary schools as MINIMUMS. Competitive colleges or programs may require more.

4-YEAR COLLEGE AND BUSINESS SCHOOLS

English - 4 years
Algebra - 2 years
Geometry - 1 year
Lab Science - 1 year (2 recommended)
History - 1 year (2 recommended)
Foreign Language - 2 years (dependent on college major)
Business Courses, if considering a major in business
Engineering or science majors need 4 years of college prep Math, Chemistry, and Physics

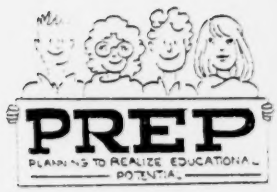
TECHNICAL COLLEGES

2-Year Associate Degree (Technology)

English - 4 years
Algebra - 2 years
Geometry - Recommended
Science - 1 year (Physics or Chemistry recommended)

2-Year Diploma (Industrial)

English - 4 years
Algebra - 1 year
Science - 1 year (Physics or Chemistry recommended)



EDUCATION AND CAREER PREPARATION PLAN

NAME: _____

DATE: _____ GRADE: _____

My highest career group from my computer work were:

_____

_____

_____

Some jobs I think I might be interested in are:

_____

_____

_____

After I graduate from high school, I think I might like to (specify type of post-secondary education, training, or job area):

_____

_____

_____

I need _____ credits to graduate.

I need to take the following courses to graduate:

_____

_____

_____

_____

_____

_____

Education and Career Preparation Plan
(page 2)

I need to take the following other courses to meet the entrance requirements for my tentative post-secondary education/training or in preparation to go to work.

_____

_____

_____

_____

_____

_____

_____

My 4-year plan of high school course work:

Freshman	Sophomore	Junior	Senior
9	10	11	12

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

As a parent, you want the best for your child's future. Planning must begin in the ninth grade. If you wait until the junior or senior year of high school, you've waited too long.

This brochure will help you and your child make the right decisions *now*, when it counts.

What should my child do in the 7th and 8th grade?

1. Your child's ability to read and write is the most important and basic skill needed for the future.
2. Your child needs a firm foundation in math.
3. Your child should take advantage of courses offered in science, social studies, and foreign languages.
4. Your child must learn good study habits.

What can I as a parent do?

Take an interest in what your child is studying. The courses your child takes and the grades he or she now receives have a lot to do with what your child can do after high school.

How do I find out what courses my child should take in high school?

Talk with the counselor at the school. The counselor can show you what classes best prepare your child for the future. Teachers and principals may also help. Use the chart at the opposite side of the page as a guide to be sure that your child will take the proper courses.

National Association of
College Admission Counselors
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What high school courses will best prepare my child?

Courses for Entering	1 Colleges, Universities, Military Academies	2 Arts	3 Vocational and Technical Jobs	4 Business Careers
English	4 years	4 years	4 years	4 years
Science	2 to 4 years Biology Chemistry Physics	1 to 3 years	1 to 3 years	1 to 3 years
Math	2 to 4 years Algebra Geometry Trigonometry Calculus	2 to 4 years	2 to 4 years	2 to 4 years
History	2 to 4 years	2 to 4 years	2 to 4 years	2 to 4 years
Foreign Language	2 to 4 years of same language			
Other	Music, Art	Music, Art Dance, Drama	Shop and skills courses	Shorthand Bookkeeping Typing

Familiarity with the computer is useful in all areas.

For what careers do these courses prepare my child?

Here are just a few examples. Careers are listed under the types of preparation.

1. College	2. Arts	3. Vocational	4. Business
accountant	actor/actress	beautician	bank teller
architect	artist (painter)	carpenter	bookkeeper
clergy	commercial artist	chef	clerk
counselor	dancer	computer repair technician	computer operator
doctor	fashion designer	electrician	court reporter
engineer	filmmaker	machinist	receptionist
lawyer	interior designer	mechanic	secretary
nurse	musician	plumber	travel agent
teacher	photographer	tailor/dressmaker	word processor
		welder	operator

The selection of a college—including the cost—is an important decision for the whole family. Going to college costs a lot; but if you need money, it is available, provided you plan ahead.

What is financial aid?

Financial aid is money to help pay for college. This money can be used for educational expenses (tuition, fees, and books) as well as for other expenses (food, housing, and transportation).

Can we get financial aid if my child doesn't want to go to a 4-year college?

Yes. Money is available for vocational/trade schools as well as for 2-year community or junior colleges.

Do you have to be poor to get financial aid?

No. You do not have to be poor to get financial aid; but you must show that you *need* money. Need is the difference between what it costs to attend college and what your family can afford to pay.

How can I get money for my child's education?

The guidance counselor can help you apply for money for college when your child is in the senior year of high school.

What are the important things I have to do?

The two most important things are:

1. Develop a belief in your child's ability.
2. Follow your child's progress in school.

What are the first steps?

1. Go to the school and talk with the guidance counselor about your child's future.
2. Keep and use this guide to be sure that your child is taking the right courses.
3. Encourage your child to study.
4. Be involved in school activities. Go to parents' nights and conferences with your child's teachers.
5. Be sure your child is taking the most difficult courses he or she can handle so that career choices are open.

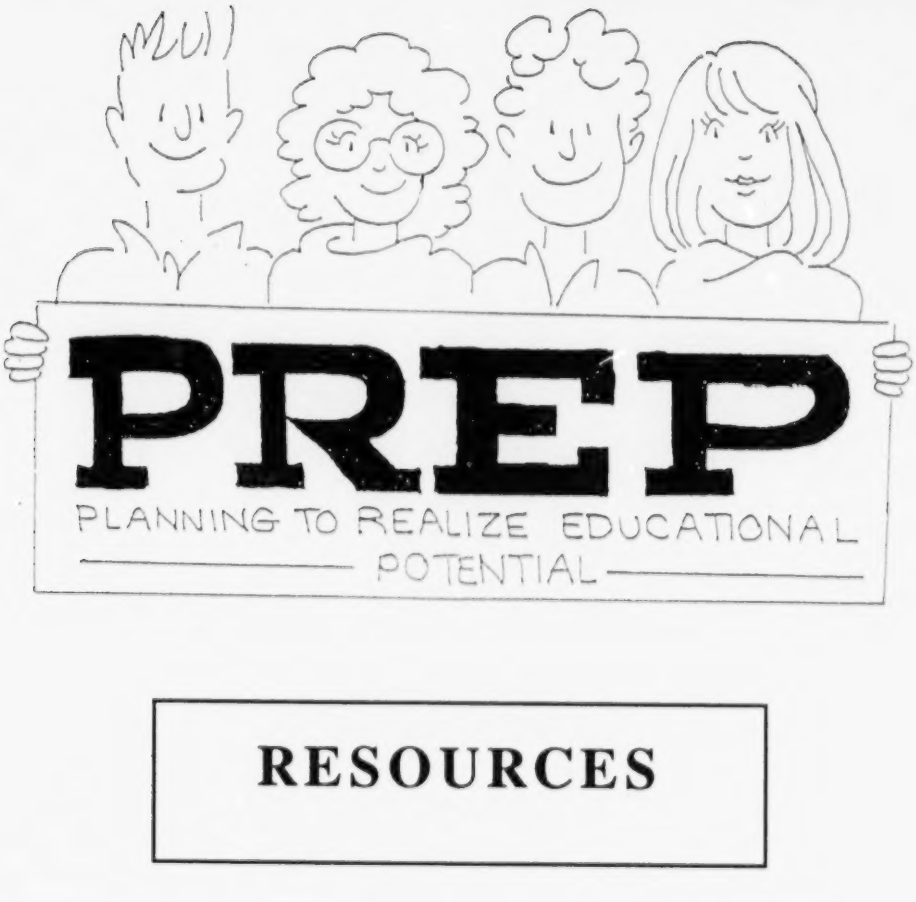
Remember, your child's future is at stake.

If you would like additional copies of this brochure, write:

Guide for Parents
NACAC
1800 Diagonal Road, Suite 430
Alexandria, Virginia 22314

Or phone:
(703) 836-2222

If you need more information about college admission, contact the counseling department in your school. They look forward to hearing from you.



RESOURCES

Community Involvement Projects

Work/Education Resource Center

Vocational Curriculum Resource Center of Maine

BEST COPY AVAILABLE

PREP

PLANNING TO REALIZE EDUCATIONAL POTENTIAL

RESOURCES

COMMUNITY INVOLVEMENT PROJECTS

Career Field Trips

Planning a Career Day

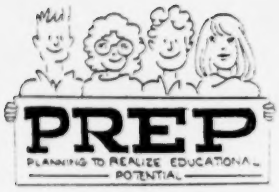
Job Shadowing Experience

WORK/EDUCATION RESOURCE CENTER

VOCATIONAL CURRICULUM RESOURCE CENTER OF MAINE

COMMUNITY INVOLVEMENT PROJECTS

CAREER FIELD TRIPS



COMMUNITY INVOLVEMENT PROJECTS

CAREER FIELD TRIPS

These tours can be scheduled to fit into any career exploration program. Each trip can be organized around career groupings or interest areas. A trip may encompass one or several sites.

Approximately a month before the target date, begin calling area businesses explaining the tours. The number of students a business accepts can vary due to insurance regulations.

Some examples: A bus tour (modeled after Workshop on Wheels) of natural resource management and agriculture sites (a farm, an orchard, a game preserve, and a nursery). Four stops of about 45 minutes to an hour at each site. Another trip of manufacturing and production sites: a printing company, rope production and boat building company. Visits to a newspaper, a TV and/or radio station, an airline, a construction company, and an engineering firm.

Trips scheduled for the same day may vary in length from 1 1/2 hours to 4 hours plus transportation.

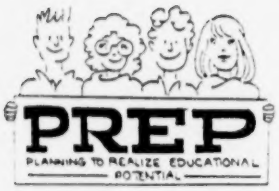
A week before the trip, the students are given an explanation of the sites to be visited. They are allowed to sign up for the trip of their choice. Based on these sheets, students are assigned to a trip. Teachers are to select a trip also. Students are given a permission slip to be signed by their parents/guardians.

Prior to the trip, chaperones are given a list of the students and their itinerary.

Students will complete a "Student Report Sheet." Chaperones are asked to complete a "Field Trip Evaluation Sheet."

After the visit, "thank you" notes should be sent. You may have the students write them.

Some business people may need tips in developing a structure for successful tours. Enclosed is a sheet that could be sent to tour sites with a confirming letter.



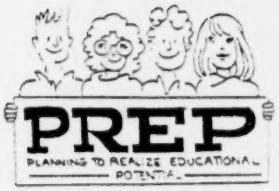
STUDENT REPORT SHEET

1. List the different jobs you observed on your field trip. List one or two skills you think you would need to do each job.

2. Were there any jobs that interested you? Why?

3. Were there any jobs that did not interest you? Why?

4. Is this an environment in which you would like to work? Why/why not?



CHAPERONE
FIELD TRIP EVALUATION SHEET

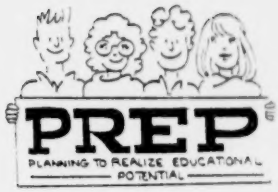
Trip Site_____Name_____

1. Was the tour well-organized?

2. Did students have an opportunity to talk with people in different occupations?

3. Did the employer give clear ideas about their expectations of employees? Did they discuss useful school subjects and type of training/education needed for specific positions?

4. Overall, did you feel this was an educationally worthwhile visit? Please list strong points/weak points.



TIPS FOR SETTING UP A SUCCESSFUL TOUR

HELPING THE BUSINESS

We appreciate your willingness to have our students visit your place of business. From our past experience, we thought it might be helpful for you to consider the following points in setting up your tours:

1. Remember these are 12, 13, and 14 year olds.

2. Junior-high age students need structure and activities must be well organized.

3. They can absorb small bits of information rather than lots of it all at once.

4. They enjoy seeing machinery, tools, and techniques. Demonstrations are more helpful than just explanations.

5. They may not understand, without explanation, language particular to a career field.

6. Is there a task or tool a few of them could actually try?

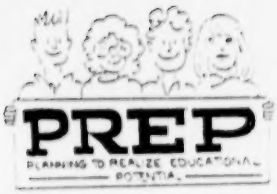
7. Please try to cover some of the following information:

    a. Type of education or training needed for a job
    b. Helpful school subjects
    c. Types of skills needed
    d. Qualities needed to be a successful employee

THANK YOU!!!!!!

COMMUNITY INVOLVEMENT PROJECTS

PLANNING A CAREER DAY



PLANNING A CAREER DAY

Career Days are an excellent way to introduce a variety of careers to students in one day.

Some key elements to a successful Career Day are as follows:

* Begin planning early.
* Recruit two committees: a core group and an advisory group.
* Develop a time line.
* Keep minutes of meetings.
* Assign tasks to be done.
* Involve students, parents, teachers, administrators, and board members as much as possible.
* Inform the administration, teachers, board members, students and community well in advance.
* Use periodic reminders via the daily announcements to heighten interest in the Career Day.
* Place posters around the school.
* Write news articles for the local newspaper.
* Make radio or television announcements so that it truly becomes a special day.
* Invite parents to present their careers.
* Invite Board members and Central office Administrators to attend.
* Extend invitations to guests early and follow this up with a series of reminder contacts providing information in small amounts.
* Provide an initial contact to the presenter to explain the purpose of Career Day.
* Enhance the program with a keynote address.
* Include the classroom teachers in gathering needed information from students if choices are allowed.
* Have classroom teachers discuss what are good questions and what are poor questions.
* Encourage teachers to make student assignments such as research papers on preferred careers.
* Ask students to write thank you letters to presenters, Board members, and Central office Administrators.

* Use a personal computer for scheduling if one is available.
* Print evaluations, have presenters, guests and students complete one, and provide feedback on how the day was received.
* Compliment board members who attend the Career Day.
* Submit a newspaper article upon completion of Career Day and include all guest presenters.
* Invite a television station to cover the Career Day.

SAMPLE

CAREER DAY PLANNING CALENDAR

September 16, 19	Initial proposal presented at staff meeting. Discussion and approval by members. Committee of two formed.
September 2, 19	Committee meeting to develop plan of action.
September 30, 19	Written plan presented to the staff by the Career Day Committee.
October 14, 19	Committee presents a list of careers.
October 21, 19	Team ratified the Committee's career list.
November 24, 19	Career list given to building teachers for comment and a complete explanation given regarding Career Day, i.e., tentative schedule for the day.
January 4, 19	Telephone and letter contact begins to guest presenters.
January 25, 19	Guest presenter list checked for negative replies and additional contact made.
February 10, 19	Guest presenter second mailing. Include an introduction return.
April 1, 19	Third mailing to guest presenters which include a reminder and map to school.
April 12, 19	CAREER DAY

COMMUNITY INVOLVEMENT PROJECTS

JOB SHADOWING EXPERIENCE

JOB SHADOWING EXPERIENCE

OBJECTIVE:

To give students a realistic look at a career choice during their junior high years. A shadow experience can provide a first-hand, in-depth examination of a job in the community by allowing the student to follow a worker on the job.

HOW:

1. Pick a career area that you are interested in investigating. If your completed research paper has a grade of "C" or better, you're ready to go.
2. Have your parents fill out the attached "Transportation/Time Sheet" to help speed contacts.
3. We will then find a person willing to have you spend 4-8 hours on the job with them.
4. We will contact the sponsor and explain that you would like to observe them during the course of a normal work day.
5. Turn in "Sponsor Information Sheet" to teacher for confirmation --signed by parents with transportation arrangements, clothing requirements, and other necessary information noted. REMINDER: This has to be turned in before the day of the shadow in order not to be marked absent from school.
6. Confirm, in writing, with the sponsor the date and arrangements. See attached letter.
7. GO! Be on time and be sure your transportation picks you up at the appointed time. Interview your sponsor, remember your research, and ask questions. Also, do as much as you can or what you are asked, but don't be obtrusive--just be available.
8. If, for some reason, you are unable to get to the shadow--call and cancel! Set up a new time or thank them. Don't leave them waiting.
9. Leave the "Sponsor Evaluation" form with your sponsor with a self-addressed, stamped envelope.
10. Write a correct "thank you" note to the sponsor and turn it in for final proofing before sending.
11. Give an oral/written presentation on your experience to the class.

JOB SHADOWING
SPONSOR INFORMATION SHEET

STUDENT NAME:_____

DATE OF SHADOWING:_____

SPONSOR:_____

ADDRESS:_____

PHONE:_____

LOCATION OF SHADOWING:_____

_____

TRANSPORTATION:_____

_____

_____

PARENT/GUARDIAN SIGNATURE:_____

COMMENTS:

CHECK LIST (to be completed by teacher)

_____Orientation letter sent to sponsor

_____Transportation arranged

_____Evaluation returned

_____Presentation

_____Thank you letter turned in for proofing

JOB SHADOWING
TRANSPORATION/TIME SHEET

STUDENT'S NAME:_____

Dear Parent/Guardian:

As you probably already know, the 8th graders are Job Shadowing this month as part of their Language Arts research project. We have the contacts we need for this but not the transportation, so we're asking for your help.

As we begin to contact the sponsors to set up the "on-site" experiences for your 8th grader, we need to know if transportation will be available. We'd also like you to note date or time restrictions so that we can place students through the least number of calls.

Please check the box that applies to your situation and explain any circumstances of which you think we should be aware. Feel free to call me at school about any problems or questions. Thank you for your help!!

_____Someone can provide transportation at any time with advance notice.

_____Please do NOT schedule on the following days or times:

_____Please give _____the contact information so that we can set it up at home.

_____Transportation is a problem at any time.

_____
Teacher's Signature

JOB SHADOWING

SAMPLE LETTER TO SPONSOR

Dear

Thank you for agreeing to be a sponsor for our career-related shadowing experience. (Student's Name) will be arriving at (Place) on (Date) at (Time) and will stay until (Time) as arranged. The student will bring lunch or money as you suggested.

The student would like to observe your daily on-the-job routines and responsibilities and to assist you in any way possible. He/she will also ask questions as each student has completed a "mini-research" paper on his/her career choice before setting up the shadowing. This helps him/her be better prepared for the experience. If you would like to read the paper, feel free to ask your "shadow"!

The student will bring a Sponsor Evaluation Form to leave with you to complete and mail to me. It is very short and its only purpose is to assist in planning future shadowing experiences. Your comments will help improve this type of learning experience for other students.

I personally thank you for making this type of activity possible for the students in my class. It is through your cooperation that we can enrich the career search experience.

Cordially,

JOB SHADOWING

SPONSOR EVALUATION

SPONSOR NAME: _____

JOB TITLE: _____

EMPLOYER: _____

STUDENT SHADOW: _____

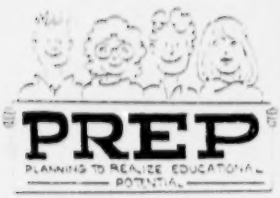
What was the most worthwhile part of the shadowing experience for you?

Do you have any suggestions or comments to improve this experience for other students or yourself?

Would you be willing to have another student shadow you in the future?

Please complete and return in the envelope provided by the student. We appreciate the time spent in assisting us with this out-of-class experience for the student. Thank you for your comments. They will be most helpful in planning future experiences of this nature for our students.

If you would like this evaluation kept confidential, check here._____



RESOURCES

There are many free or inexpensive resources that you can use to augment your curriculum. The Consumer Information Catalog is a great source of material. In addition many professional organizations have pamphlets and brochures explaining their field and occupations within that field. The Cooperative Extension Service also has materials that you may wish to use.

The **Work/Education Resource Center (WER/C)** is located in the offices of the Maine Occupational Information Coordinating Committee. The WER/C has over three thousand items dedicated to career education and career development. These items are loaned to patrons for up to four weeks. The only cost incurred by borrowed is the return postage or cost of replacing lost or damaged materials.

For information call MOICC at 207/289-2331.

The **Vocational Curriculum Resource Center of Maine** has many materials that are of interest to career educators. In addition, Center staff are available to help write updated programs and provide in-service workshops on competency-based curriculum, developing a curriculum, and other topics.

For more information write:

Vocational Curriculum Resource Center of Maine
Kennebec Valley Technical College
Box 29, Western Ave.
Fairfield, ME 04937
207/453-9762 Ext. 170